

JUNIOR ARTS AND ACTIVITIES



THE MAGAZINE
FOR THE
ELEMENTARY
TEACHER OF
TODAY

•
CREATIVE
ACTIVITY MATERIAL
AND IDEAS FOR
CLASSWORK

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LETTERS

Dear Editor:

I enjoy JUNIOR ARTS AND ACTIVITIES very much, but I should like more help in developing creative art in my third and fourth grades.

—California teacher

Developing creative art is indeed one of a teacher's most difficult problems. Every month, Mr. Harold R. Rice presents helpful advice to teachers on this subject. If JUNIOR ARTS AND ACTIVITIES' readers follow his projects, they will find a growing tendency on the part of their pupils to be creative in art and also in other divisions of the curriculum.

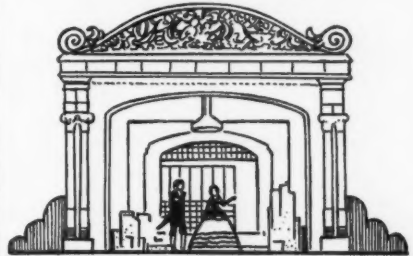
Dear Editor:

I think assembly programs based on the different holidays during the year would be of great value. I like the large size drawings of JUNIOR ARTS AND ACTIVITIES magazine.

—Springfield, Massachusetts, teacher
(Continued on next page)

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(Continued from page 1)

What do you think of the poems and plays contained in this issue, teacher? They were selected for their suitability for classroom programs, assemblies, and auditorium presentations.

Our safety play which appeared in the November JUNIOR ARTS AND ACTIVITIES is an excellent correlation for safety and social studies.

Dear Editor:

Your JUNIOR ARTS AND ACTIVITIES is exactly what I need. I can use every bit of material contained in your magazine.

—Iowa teacher

That is quite the nicest compliment we have had in some time because it proves that, each month, we achieve our purpose. This purpose is to make JUNIOR ARTS AND ACTIVITIES contain material which the teachers all over the country can use—and only such material.

Unnecessary frills have never found a place within the covers of JUNIOR ARTS AND ACTIVITIES and they never will be added to its contents. Teachers, you have told us what you want and that is what we shall give you.

Dear Editor:

JUNIOR ARTS AND ACTIVITIES is a good magazine and I use it in my classes. However, I should like to see a series of articles on perspective, color, water color, design, etc.

—Chicago, Illinois, teacher

Again we refer to Mr. Rice's series of articles. There have been discussions of the phases of art which you mention and, as a special, added convenience to you, these are available at a very nominal fee.

In fact, all our project pages can be purchased separately. They are printed on one side of the paper only and are very suitable for distribution to the members of your classes.

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Christmas, by A. D. Zanzig .25

Recreation, November 1939

The story of a simple Christmas festival which called into expression the varied gifts of many people, especially in music.

Christmas Music05

A list of helpful source material.

For a Community Christmas Party15

Reprint from Recreation, December 1939. Suggestions for your party — invitations, decorations, games, etc.

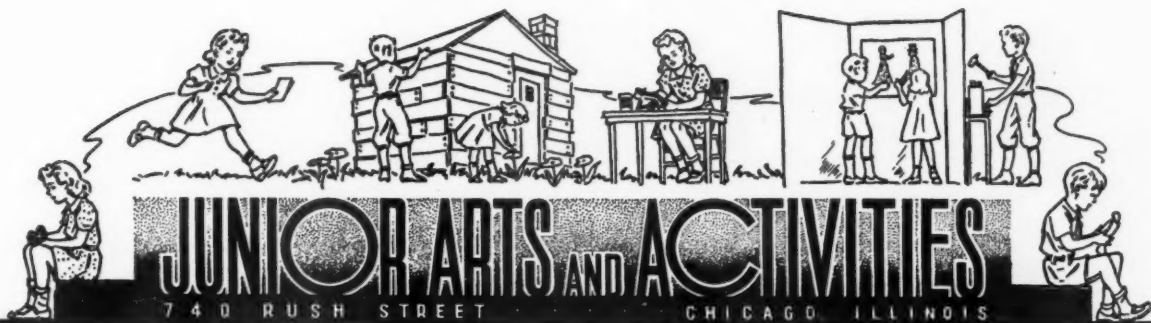
Make Your Own Christmas Tree Ornaments10

Thanksgiving and Christmas Decorations from Garden and Woods15

Suggestions for Novel Christmas Cards05

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CHICAGO, ILLINOIS

THE MAGAZINE FOR THE ELEMENTARY TEACHER OF TODAY

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JUNIOR ARTS AND ACTIVITIES

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CONTENTS

	Page
Letters	1
Editorial	4
Christmas Eve, <i>Louise Price Bell</i>	5
A Christmas Unit, <i>Ruth Harriet Hahn</i>	6
Window Transparencies, <i>Yvonne Altmann</i>	8
Illustrations	9
Woodwork, A Christmas Project.....	10
Sewing, A Christmas Project.....	11
Constructing Christmas Dioramas, <i>A. S. Horn</i>	12
Illustrations	13
Crep Paper Craft, String or Button Box, <i>Else E. Vogt</i>	14
Turning Acorns Into Costume Jewelry, <i>Stella E. Wider</i>	15
Gifts Everyone Can Make.....	16
Handmade Christmas Ornaments.....	17
A-Traveling We Shall Go, <i>Marie G. Merrill</i>	18
Categories, <i>Louise Price Bell</i>	20
Christmas in the Music Class, <i>Louise B. W. Woepfel</i>	21
The Weather in December, <i>Anna Cutler</i>	22
December Weather Chart	23
December Weather Map.....	24
Santa's Dilemma, <i>Hazel Morrow Dawson</i>	25
December Spelling Record.....	27
Christmas Card Project	28
Little Jack Horner.....	29
Christmas Projects, <i>Harold R. Rice</i>	30
Illustrations	31-32
Children of All Lands, <i>Helen C. Waltermire</i>	33
Illustrations	34
From Cocoa Beans to Hot Chocolate.....	35
Christmas Wrapping Paper, Potato Block Printing, <i>Ann Oberhauser</i>	36
Illustrations	37
Christmas Customs	38-39
Made From Scraps	40
Christmas Trees, <i>Marie G. Merrill</i>	41
Santa Teaches a Lesson, <i>Ordella A. Walker</i>	41
Your Bookshelf	42
The Reindeer	43
Teacher's Corner	44

Chock-full of projects for the holiday season, this issue of JUNIOR ARTS AND ACTIVITIES is our Christmas offering to our many thousands of friends.

In the January number we shall continue to bring teachers the material they want. There will be an entirely new department, The Listening Hour. We shall present a complete, big unit on winter birds and a South American unit.

Watch for the January JUNIOR ARTS AND ACTIVITIES.

BOYS and GIRLS . . .

The thought and spirit of the most wonderful day of the year is again with us. Every boy and girl looks forward to Christmas — with thoughts of giving and receiving gifts. It is fun to receive gifts but I don't believe there is anyone who does not get more happiness and, down deep in his heart, more satisfaction from giving than from receiving. Remember the verse in the Bible,

"It is more blessed to
give than to receive."

At Christmas time we remember how patient and kind mother and dad have been, how willing brother and sister have been to help, how helpful and understanding teacher has been all year, and how we value the companionship of playmates.

Because of appreciation and love, you will want to remember them all with gifts to demonstrate your gratitude. But, do not forget this: gifts are not measured in dollars and cents. A gift may be of the simplest nature, one made with your own hands; but, it is the spirit and expression of love that goes with the gift which counts.

This, too, keep in mind: all those material gifts are not the most cherished or lasting. The most precious gifts are of thought—of word—of deed. These are gifts you can give everyone. They don't cost a penny—you can't make them with your hands—and yet these gifts are the most treasured and lasting of all.

Boys and girls, you don't have to wait for Christmas to give these gifts. Start giving them now—and then continue giving them right on through the year. I guarantee that by next Christmas you and everyone around you will be happier than ever before.

Right now, all your friends at JUNIOR ARTS AND ACTIVITIES want to broadcast our love and happiness to you at this Christmas time.

—Editor

Christmas Eve



The lights were very low. Everyone was asleep. Very quietly down the chimney came a dear old man with rosy cheeks, merry eyes, and a long white beard. First he peeped out to see if anyone were about. Then he carefully stepped into the room and laid his big pack of toys down on the hearth. He looked at the stockings hanging in a row. Then he smiled. There was a tiny new one there this year. He scratched his head - it must be that his helpers forgot to tell him about that. But the dear old man was not worried. He filled every stocking - then 'way down in the toe of the tiniest one he put a thought. He put a bright rattle at the top and picked up his pack, ready to go.

Before he left, he looked at the stockings again. Crammed as full as they could be - with apples, oranges, games and dolls, and, in the tiniest one, the thought, which no one else could see, but which would help the tiniest one to be happy throughout the year. What a wise old man he was!

Leaving the row of stockings, full of "knobbles," the merry old man tossed his pack over his shoulder and - WHIFF - up the chimney he went. Next year he would be back again, for he never failed to come on Christmas Eve.

And everyone was still fast asleep.



• CREATIVE CHRISTMAS UNIT •

by
RUTH HARRIET HAHN
ROCHESTER,
MINNESOTA



In the second grade environment outline given in our curriculum, it is suggested that the children plant narcissus bulbs. The following pleasant and constructive unit grew out of this suggestion. The alert teacher will see, in the succeeding description of our unit, many correlations and supplementary projects which will be useful in proving that "learning through doing" is the easiest and most interesting way to teach.

After a teacher has tried this idea, she will, in all probability, be reluctant to return to any other type of Christmas gift. This is a "live" unit. Interest remains high throughout the entire period.

The class stories may be used on charts; however, because we wished to assemble the material in a booklet, I made mimeographed copies of each page as given here. (We used manuscript writing.) The booklet is an important correlation of art with this elementary science unit. Types of booklet covers were discussed by the class and individual initiative grew as each child made his own design for the booklet. We have reproduced types and suggestions for these booklets on this page. These ideas should be helpful in stimulating the children's imaginations.

The following class story was written after the children had read about bulbs. Various science readers provided excellent sources of information. The children also discussed the project during a conversational language period.

CHRISTMAS PLANS

We are planning our mothers' Christmas gifts.

We brought bowls and small stones to school.

We had fun hunting for the stones.

Each of us saved two cents to pay for a narcissus bulb.

We plan to paint the bowls.

After the bowls are dry, we shall put the small stones into them. The pebbles will hold the bulbs in the water. The bulbs must be kept in the dark for a few days.

Strong roots will grow.



SEAT WORK

Fill in the blanks:

- (1) We are planning a Christmas gift for
- (2) We plan to give her a.....
- (3) We plan to..... the bowls.
- (4) The bulbs must be kept in the dark for a few.....
- (5) The roots must be.....

ART ACTIVITIES: The children made pictures showing where they found their stones. This is an excellent lesson in sketching and, no matter what the pictorial results, the children learn most valuable lessons in mental and motor co-ordination.

Following the preceding class story, we wrote this addition to our notebooks. This was one of our language lessons.

PAINTING OUR BOWLS

We wanted to paint our bowls. We found that soft green, gray, pale blue, and black were good colors to paint flower pots.

Bright colors are pretty. Brightly colored bowls do not let us look at the pretty flowers. We see the bright bowl first. We want our mothers to enjoy the pretty flowers.

We could choose the paint we wished to use.

We looked at the flower pots in our room. We picked out the ones which were painted pleasant colors.

In art time we painted.

Most of us used green or blue.

Four of us used the orange. Those boys and girls liked the color.

CLASS STORY WRITTEN A WEEK LATER

Our bulbs are growing.

We kept them downstairs in the engineer's room for six days.

We went down to look at them three times.

We watered them.

When we brought them back to our room, we could see the white roots.

We put them on the shelves in our greenhouse. They look very nice.

The teachers come in to see our bulbs.

They like to watch them grow, too. Lewis keeps the house dusted. Lewis keeps the water in the bowls, too.

Parenthetically, we might add that Lewis was one of the boys in the class. He had a very low I. Q. While he could not find success in reading, he was happy in doing. All he had to do was

to ask permission of the children and he became caretaker.

SEAT WORK

Write yes or no.

- (1) Our bulbs are growing.....
- (2) They are for our grandmothers.....
- (3) We kept them downstairs ten days.....
- (4) We painted the bulbs.....
- (5) We painted the bowls.....
- (6) Lewis dusts the house.....

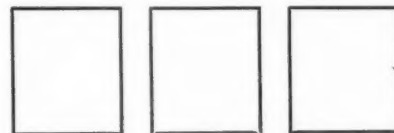
ART ACTIVITIES: The children were given sheets of paper and told to draw a picture showing how their bulbs looked at this point. This drawing, together with all the other sketches which the children made during this unit, was added to the material for their booklets.

SEAT WORK

- (1) Show good colors for flower pots.



- (2) Show poor colors for flower pots.



- (3) Write the names of three colors for flower pots.

.....

.....

.....

- (4) Draw and color the bowl you painted.

- (5) Draw a pretty flower in a bowl.

Make your pictures large.

As the Christmas holidays approached the children became more and more interested in the gifts they were preparing for their mothers. The principal

discussion was concerning how and when the children should take their presents to their mothers. Here is the class story written on the Tuesday before the Christmas vacation began.

We decided that we should take our gifts to our mothers tomorrow.

We shall be too busy with our Christmas party to wait until Friday.

We know our mothers will be happy. We must bring newspapers to wrap our gifts. We shall bring pails to help carry them, too.

The next morning the children added these sentences to their growing data for the booklets.

CLASS STORY

Our mothers have their Christmas gifts early.

We could not hide the bowls. The green leaves would not live.

Ford said, "When I gave my mother her gift, the prettiest smile came over her face. She is still wearing that smile." We hope the bulbs blossom for Christmas day.

After the Christmas vacation, we talked about our blossoms. All but four of the thirty-three plants had bloomed. We reread the mimeographed copies of our class stories. Then these mimeographed stories, the seat work, and the art activities were put into the booklets. These booklets had different covers, the imagination of the child dictating the style of the cover. Some of the pupils wanted to add simple facts about the narcissus which had been gleaned from the first readings in the science reader. Some drew additional pictures showing their mothers receiving the narcissus plant. An extra period was provided for making additions to the booklet and for completing the covers.

When icicles hang by the wall,

And Dick the shepherd blows his nail,
And Tom bears logs into the hall,

And milk comes frozen home in pail;
When blood is nipt, and ways be foul,
Then nightly sings the staring owl,

Tu-whit!

Tu-who! A merry note!

While greasy Joan doth keel the pot.

When all about the wind doth blow,

And coughing drowns the parson's saw,
And birds sit, brooding in the snow,

And Marian's nose looks red and raw;
When roasted cribs hiss in the bowl—
Then nightly sings the staring owl,

Tu-whit!

Tu-who! A merry note!

While greasy Joan doth keel the pot.

—William Shakespeare.

• THE NATIVITY WINDOW •

by

YVONNE ALTMANN
KINDERGARTEN DIRECTOR
OSHKOSH, WISCONSIN

Christmas is the season of gaiety and thanksgiving. Of course, this is the busy time of making gifts for members of the family—usually for mother and dad. When gifts are finished then the rush of preparation for the Christmas program begins.

During this period of increased activity, what do you do to create a more quiet atmosphere? I'll give you one solution to your problem—make window transparencies of the Nativity. If you and your class follow these simple directions, I feel you will not have any trouble making them.

First, measure the panes of glass in your windows. Our classroom has three panes of glass at the bottom of two of the lower windows and two panes of glass in the other three windows. Most classroom windows are of this type. The lower panes are, in our room, usually covered with starchy white cotton curtains.

Second, cut wrapping paper to fit the lower panes of glass. Measure each window separately because, unless the windows are made perfectly, you will find a slight difference in size. The transparencies must fit exactly in order to convey a perfect picture.

Third, sketch in the Nativity scenes with pencil. My group used the following scenes in their transparencies—shepherds, Nativity Family, Bethlehem, King Herod, and the wise men. Use the drawings just for reference.

Fourth, have some children transfer the sketches. The back of the wrapping paper should be rubbed with pencil; then the penciled scene can be traced onto white drawing paper.

Fifth, trace the lines with India ink. Use pens of various sizes so that some lines can be wider than others. Depth in the pictures can be obtained by drawing the lines in the background with a finer pen. The face lines should be narrower than those outlining clothes. The lines marking the trunks of the palm trees should be wider than those of the branches. After you study the drawings your own judgment will help you decide about the thickness of the lines. Unless your children know how to handle ink and pen, do this part yourself. There is sufficient work remaining for your pupils to do.

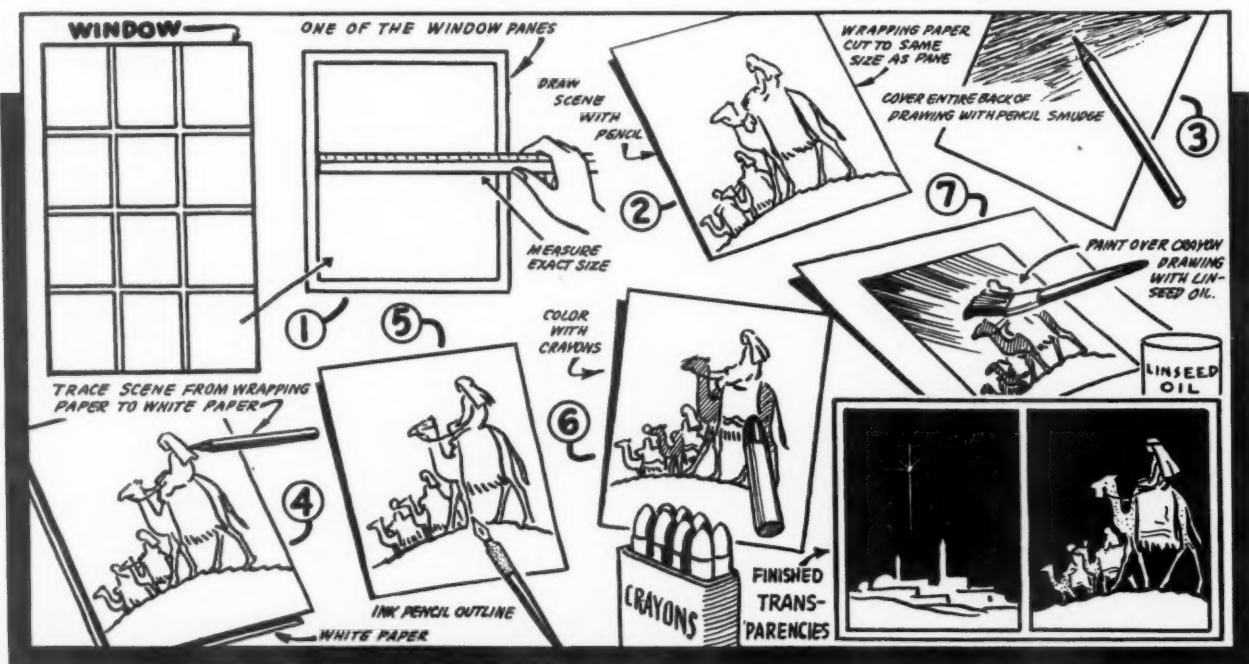
Sixth, now you are ready to color the pictures. Discuss the coloring with the class just as you have done for the other five steps. Try to guide the children away from using too much red and green in the pictures except where it is necessary. This eliminates an overabundance of those Christmas colors in your room. Keep coloring these drawings over and over. The more

crayon you get on the drawings, the lovelier transparencies will result. Don't be afraid of superimposing one color on another. Use a great deal of purple for shadows. Crayons used on their sides instead of on their points produce unusual effects.

Seventh, if you are positive the drawings are colored dark enough, go over the lines again with India ink. Crayon may have dimmed them. Now, around the outside of each drawing put a wide black line. I suggest that a pen about $\frac{1}{8}$ " or even wider be used. It is a good policy to put an old desk blotter underneath the drawings as you ink around them.

Eighth, take a brush at least an inch wide and, with linseed oil, paint the crayoned side of the drawing. You will need a desk blotter underneath the transparencies, because the oil soaks through. After the drawings have been completely painted, place them on manila paper and put them on the floor, desk, or any place where they will not be disturbed. A great deal more oil than you expect will be needed. If you like, give the drawings a second coat. Brushes may be cleaned with alcohol.

Ninth, fit the transparencies into the windows, using pins to hold them in place. The transparencies are excellent to use to tell the Nativity story. They also serve as a background for your Christmas program.



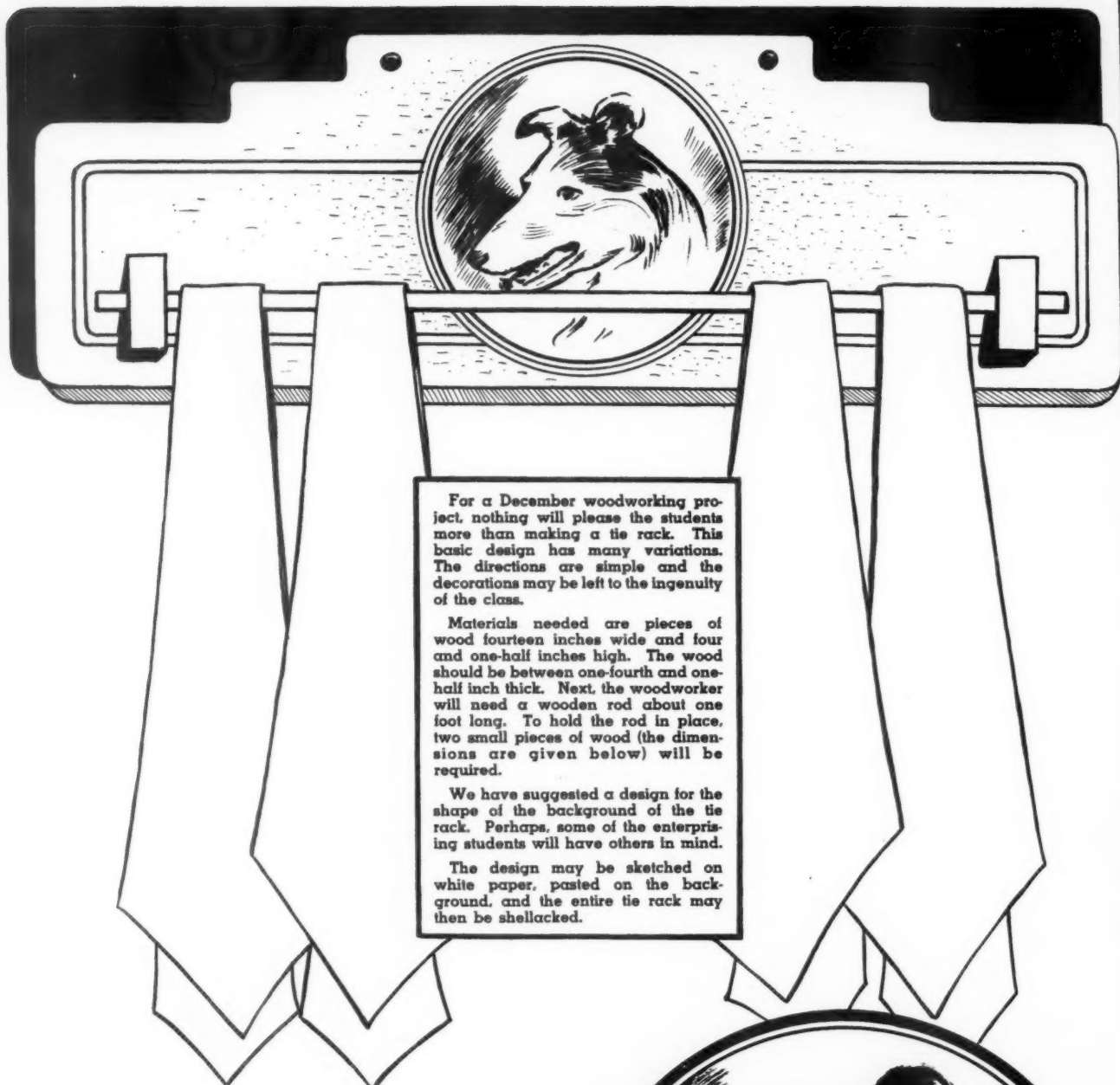
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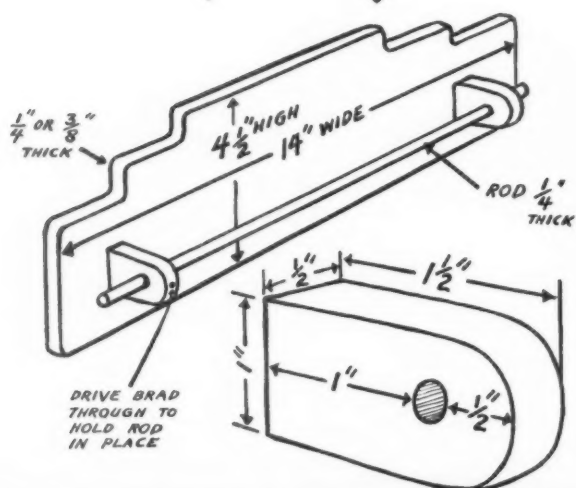


For a December woodworking project, nothing will please the students more than making a tie rack. This basic design has many variations. The directions are simple and the decorations may be left to the ingenuity of the class.

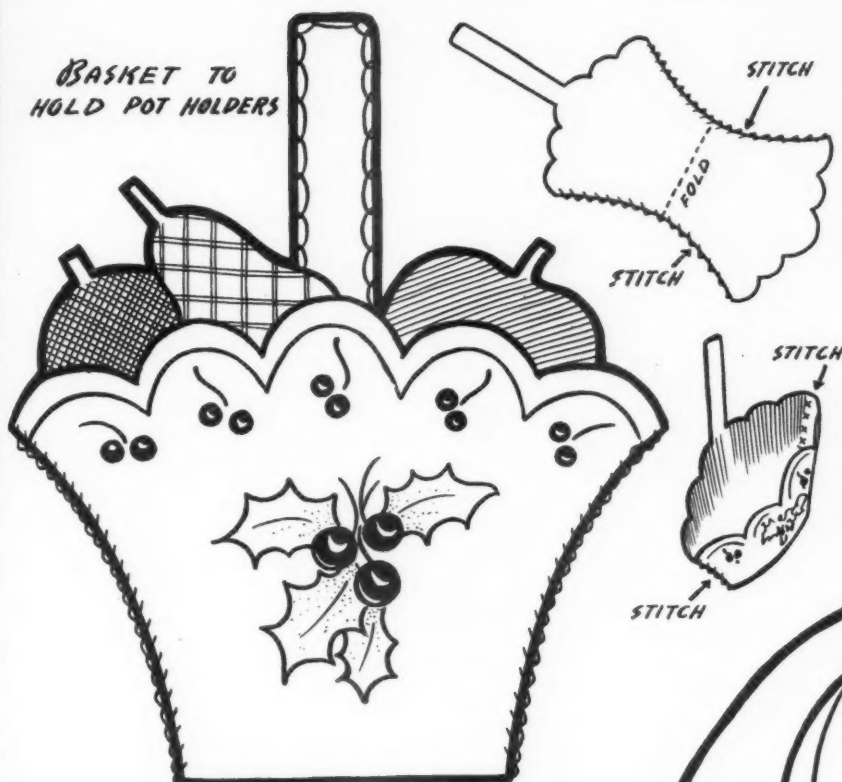
Materials needed are pieces of wood fourteen inches wide and four and one-half inches high. The wood should be between one-fourth and one-half inch thick. Next, the woodworker will need a wooden rod about one foot long. To hold the rod in place, two small pieces of wood (the dimensions are given below) will be required.

We have suggested a design for the shape of the background of the tie rack. Perhaps, some of the enterprising students will have others in mind.

The design may be sketched on white paper, pasted on the background, and the entire tie rack may then be shellacked.



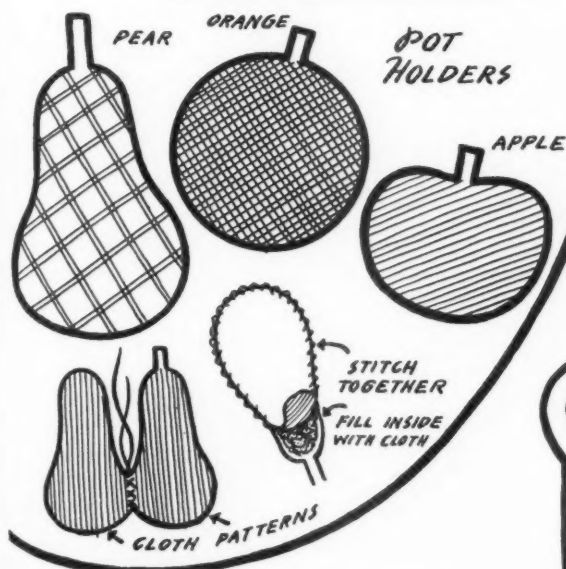
BASKET TO HOLD POT HOLDERS



Girls will be especially interested in making these baskets of pot holders for their mothers' Christmas gifts. Felt or heavy cloth, cut as shown in the illustration, forms the basket. The pot holders themselves are made from double pieces of cotton cloth. Any scraps which the pupils bring from home will make the pot holders. However, the brighter the colors are, the more attractive will be the finished holders. The cloth should be cut into the fruit shapes as shown, then stuffed with old cloth or cotton and stitched together.

The pot holders may be stitched across to simulate quilting or they may be decorated with small contrasting pieces of cloth applied to the front of the holders.

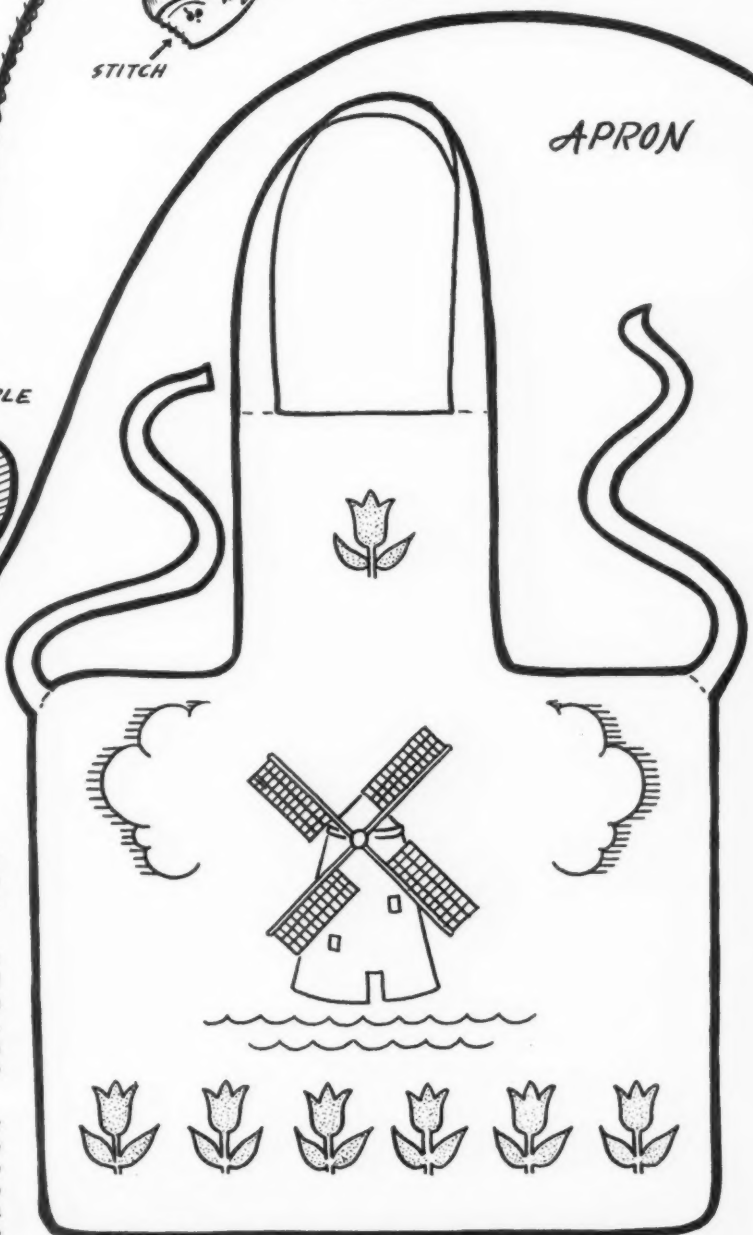
Contrasting colors of felt in attractive design should be used on the basket which may also be stitched around the top to form a border.



Here are the directions for making an apron completely original in design. This is an especially attractive gift to make for Mother because the giver's pride in having made the original design will stimulate good workmanship.

First, on a sheet of tissue or tracing paper, sketch the desired design. Several attempts at this may be made. If there are any errors, they may be erased and new lines drawn in. When a satisfactory design has been completed, the tissue should be turned on the reverse side and the design traced in blue wax crayon. Only a wax crayon is suitable for this type of work.

Now the design is drawn in reverse and the tissue paper may again be turned over on the pencil-sketched side. Place the tissue paper in this position over the piece of cloth to be embroidered and press with a hot iron. This will transfer the crayon design in the proper relation on the cloth. It can then be embroidered in simple stitches which the aptitudes of the children will direct.



DIORAMAS FOR CHRISTMAS

by

A. S. HORN

A beautiful and simply constructed diorama for the Christmas season may be erected by following these directions.

The necessary materials are a backdrop—approximately 5' x 7'—either wallboard painted with dark blue tempera or a light wooden frame with dark blue crepe paper stretched across.

For the "Hill of Bethlehem" and the cave under-construction use an orange crate or two corrugated paper boxes. Cut an opening in the backdrop starting about nine inches from left border, so that box (or boxes) will be able to fit into this opening.

The backdrop should be placed against a large window for lighting effect, the window shade being drawn to the top of drop.

With a large nail, punch holes in the backdrop in an irregular pattern. These will represent the stars. For the star of Bethlehem, cut a five pointed star (one inch or slightly larger) in the paper about two feet from left border and about a foot and a half from top edge, so that the star will appear directly over the cave. For the comet tail paint with light yellow if wallboard is used; or nearly cut out thin strips and back up with yellow crepe paper over tail (rays) and star. If a crepe paper backdrop is used, cut strips of yellow crepe paper and paste them into position for the tail of the comet.

For the preparation of the orange box, cut away the wood on the right section of the box, giving an opening of about 4 x 12 inches. The box is fitted into opening of backdrop, and this opening allows light to enter for interior of cave. To subdue the light, blue or green cellophane may be stretched over this space for effect. Seven inches of box remain before backdrop, five are behind it. The box is usually about 2' x 1' x 1'.

Next, procure a board 2 feet long and six inches wide and nail it against box as shown in the sketch.

Now all is in readiness to build the

cave. Use several thicknesses of newspapers or common wrapping paper. First crumple and roughly line inside and bottom of section of box marked "cave." Thumbtacks, tacks, or pins may be used. Then, with the crumpled paper, start to build the hill, applying the paper as roughly as possible to simulate rough rocks. A wire might be bent at the center of the box around which to work mouth of cave. Allow rough crumpled edges of paper on all outlines of box in order to give rugged appearance.

Now paint entire "Hill of Bethlehem" with grey tempera. (Mix drops of black with white until a light shade of grey is obtained.) A small quantity of glue mixed with the tempera will give a stiffer texture to the rocks. Daubs of darker grey, green, and brown applied here and there after first coat is dry will produce a very natural rock effect on the hill. The ground board should also be painted with the rock grey. Spots of green and yellow-green should be painted here and there to represent grass. While working with the grey paint, single sheets of newspaper should be tightly rolled and crumpled into a mass, and, with a single nail, fixed here and there to the ground board. When painted in several tones of grey and a little brown, these make wonderful-looking, large rocks.

Next, the city of Bethlehem and palm trees will be needed. For the city take a piece of cardboard 1 x 2 feet and sketch a few buildings as shown. Allow one inch on the lower edge to be turned back. This will be used to attach the city to the top of the hill. For a striking effect, color what represents the front of the buildings with white or cream tempera; color what represents sides of buildings with dark blue or cobalt. Domes

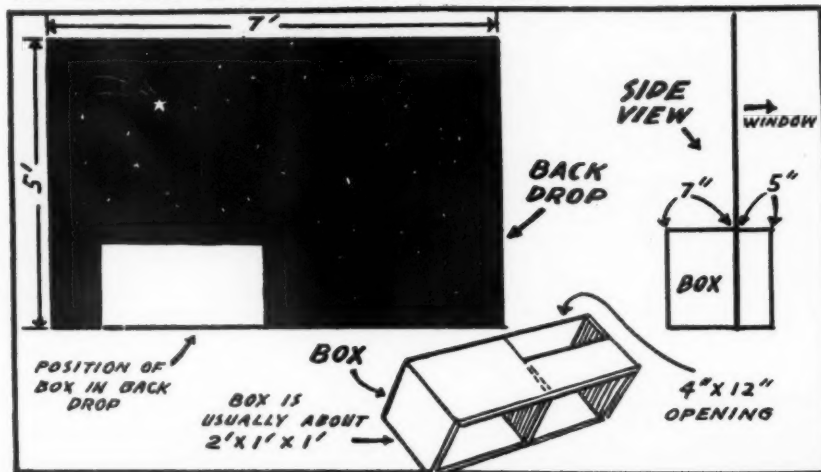
should be white with a little medium-blue shading to the right. The palm trees should be about one foot high, with brown trunks and, of course, green leaves. The palms may be made in several sizes using those of one foot in the foreground, ten inches further back, and eight inches on the hillside.

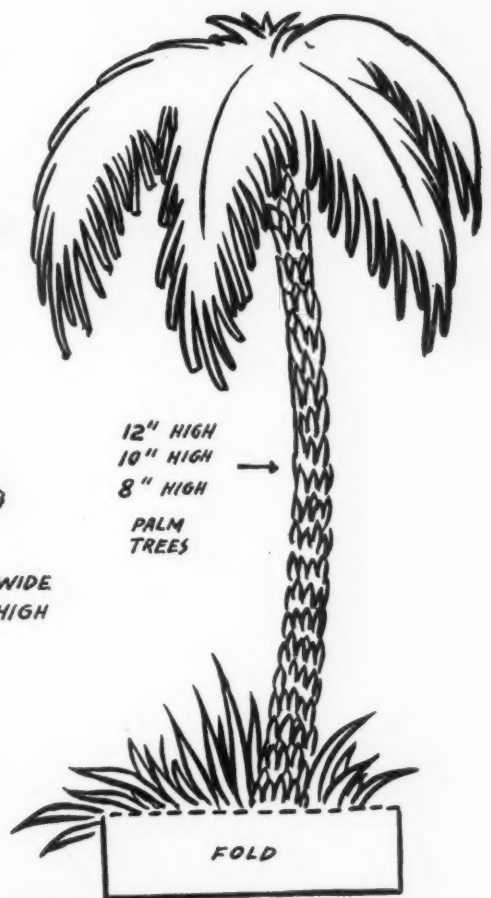
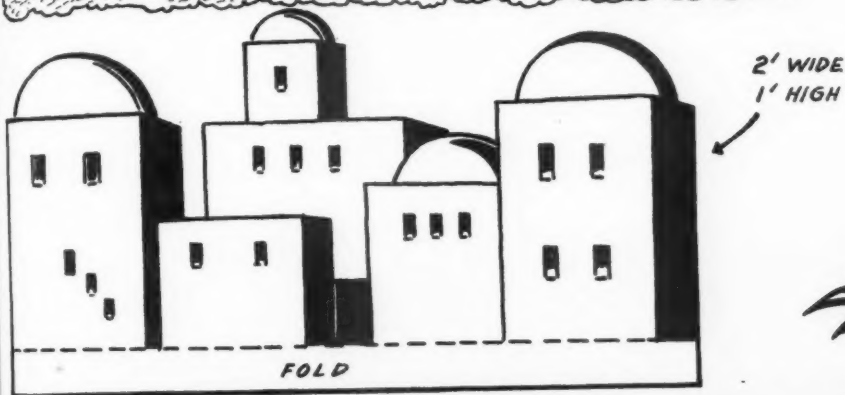
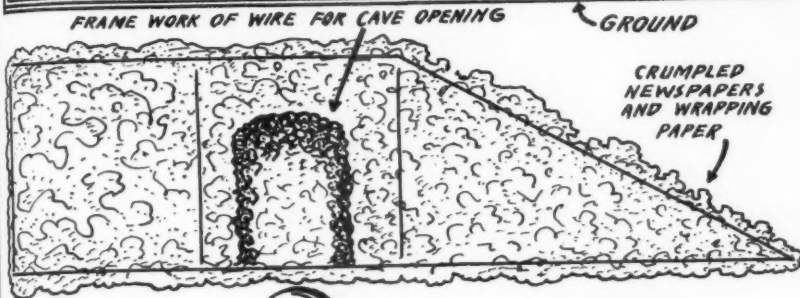
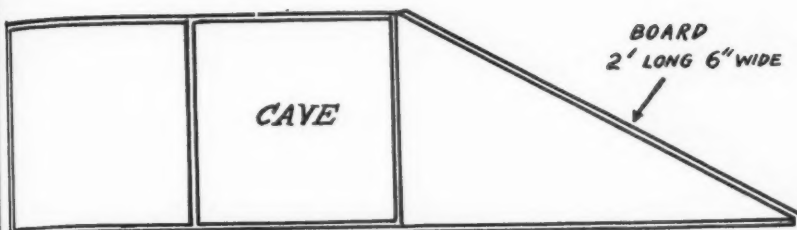
While some of the class are working on the Bethlehem scene others may neatly sketch the figures needed to people the scene of the First Christmas. The coloring of the figures should be the traditional coloring. The teacher will have many examples of this in colored prints of "Nativity" masterpieces of the great artists. Maybe one of the pupils can make extra sheep. This addition will greatly enhance the completed picture. Another may make a little manger-bed for the Infant. This is left to the creative ability and imagination of the class.

The Holy Mother, Joseph, and the Infant Jesus are placed inside the cave and in the most prominent position. Behind these figures place those of the ox and the donkey. All the other figures should be placed here and there in the scene wherever they look the most natural.

If a few patches of sheet moss and a few sprigs of boxwood can be procured from some florist shop, the completed scene will be much more beautiful and natural. A few sprigs of green (if it can be found at this time of the year) stuck here and there in the rock formation of the hill will create wonderful results.

The teacher may try out various lighting effects, but now the Christmas Diorama is completed and the rest of the shades in the school room may be drawn and the pupils will see a beautiful and realistic scene of the First Christmas.





STRING or BUTTON BOX

By

ELSE E. VOGT

A host of original designs may be carried out using a pint size ice cream or cottage cheese container with a telescope lid as a base for the designs.

The younger child may paste seals or any original motive directly onto the white container. Giving this container several coats of white art shellac gives the box a lovely butterscotch color.

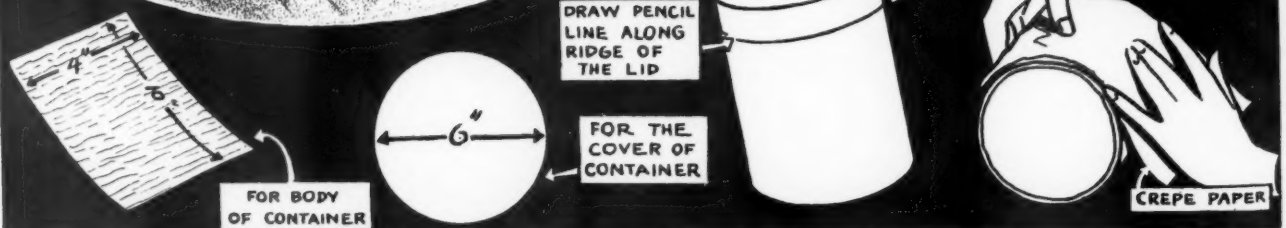
The older child may use a more elaborate means of decorating his button or string box. Directions for making such a more elaborate design are given below.

Draw a pencil line along the ridge of the lid so that any covering used on the body of the container will not protrude above that line. Thus the cover may always be easily removed. Cut a piece of very best crepe paper ten inches long and four inches wide. Stretch the paper. Apply paste over the body of the container evenly, BELOW the pencil mark. Apply the stretched paper into creases and pockets for an irregular effect. Cut the paper so that it does not protrude above the pencil line on top and trim the bottom. Paste the edges securely.

Cut a six-inch circle of the stretched crepe paper and cover the lid in the same manner as the body, finishing the disc top first and pasting the sides last. Trim the bottom edge. Then, punch a hole into the center of the disc top with an ice pick before the covering dries.

Paste any desired motives on the sides and top. Gummed sticker strips may be cut into many designs for borders to match the motives. Let dry and apply white art shellac for a lovely, durable finish.

At the edge of the rim of the lid, paste either a braid or a corded roll of the pulled crepe paper which has been pulled through a crepe paper twister. Contrasting colors give a finished effect. Also, just below the edge of the lid, paste another row, so that when the lid is closed, these two rows form an outstanding border.



TURNING ACORNS INTO COSTUME JEWELRY

By
STELLA E. WIDER
LYNCHBURG, VIRGINIA

My class gathered fresh acorns in the fall. These were found to be quite hard, and the openings necessary to convert the acorns into jewelry could be made only with a pyrographic needle, or an ice pick heated red hot. The weathered ones which were gathered when the first supply was exhausted were easily punched with any sharp, pointed instrument.

After the acorns had been gathered, they were washed and dried, the nut being separated from the cap part in the process. This is very easy to do. In fact, many acorns lose their caps as they fall from the trees.

Next, a hole was bored or punched through the cap of each acorn. If the whole nut was to be used, two holes were made in the top part of the nut.

Then the nuts and caps were given a good coating of tempera paint. Any opaque paint may be used. Contrasting colors on the inside and the outside of the cap brought delightful results. A stiff brush made the task easier. In a few minutes the acorns were sufficiently dry. Then they were shellacked with clear shellac.

While the drying process was going on, the children made a collection of old beads and small buttons to be used for the centers.

Almost any kind of stout cord, wool, and raffia was used for the mounting; but the gold and silver tinsel cord of the Christmas season was the favorite choice.

The following directions are given for single strands. It is simple enough to double the strands, if desired.

BOUTONNIERE—Cut from nine to twelve pieces of cord in varied lengths. Loop the two ends of one of the pieces together, and tie a hard knot. Snip off the ends with scissors. (Diagram A) Slip a bead over the loop and tie another knot. (Diagram B) Slip an acorn cap over the loop. (Diagram C) Prepare from nine to twelve of these in the same way. Take a double strand of the cord about eight inches long. Tie the longest loop of the collection in the center of the strip of cord. A single tie will hold it securely. (Diagram D) Arrange the others on either side of the central loop, either by tying, or by a slip knot. When all are on the strip, tie the two ends of the strip of cord together firmly. Slip an acorn cup over one of the ends, tie a knot, add a bead, and tie another knot. Snip off any remaining cord. Do the same thing with the other loose end.

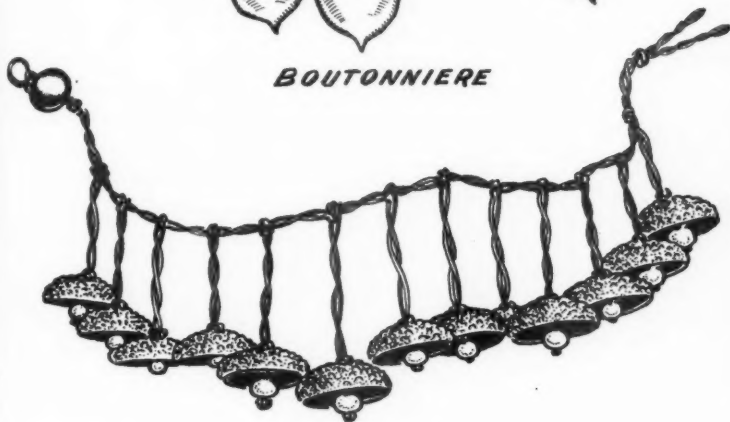
For the second type of boutonniere in which both parts of the acorn are used, the procedure differs a little. The nut part of the acorn, as heretofore stated, has had two holes punched in the upper part of the nut. The loop of the cord is pulled through both of these openings, and then the two ends are tied firmly together. The ends of the cord are snipped off closely. The loop is drawn through the nut cap quite tightly, and a strong double knot tied to prevent the two from slipping apart. The loops, when completed, are fastened together a little closer than in the other type of boutonniere. The ends of the binding cord must be tied firmly.

A necklace is made in similar fashion. Shorter loops are made, and they must be tied on the foundation string, as otherwise they will slip out of place.

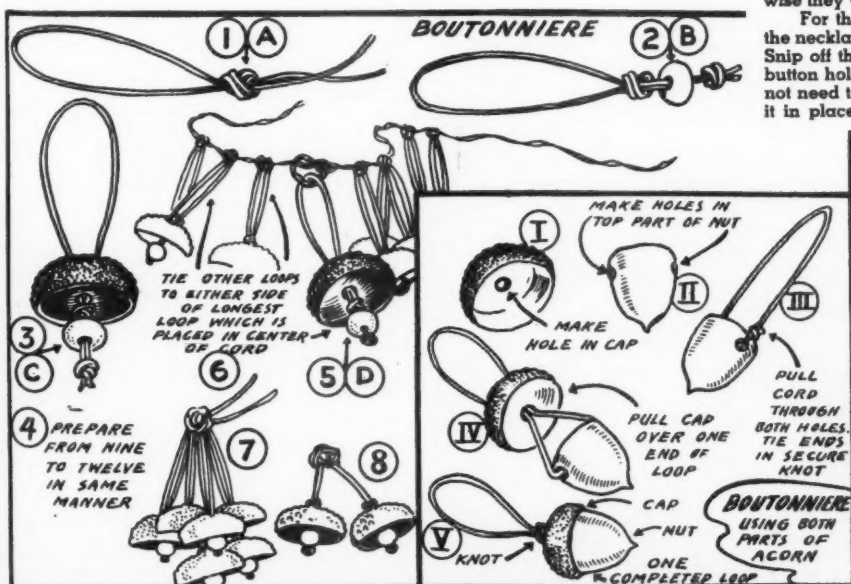
For the clasp of the necklace, tie a knot near the end of the necklace, add one of the beads, and tie another hard knot. Snip off the ends of the cords. For the other end, tie a tight button hole loop large enough to slip over the bead. It does not need to fit tightly, as the weight of the necklace will hold it in place.



BOUTONNIERE



NECKLACE



BRACELET





CUT COVER
FROM CAN.
REMOVE ADVER-
TISING LABELS

These utility cans may be made by painting discarded tin cans with enamel and decorating them with appropriate designs.

The important thing is to smooth the sharp edges. Remove all traces of paper; it may be necessary to sand the tins in order to remove stubborn bits of glue and paper.

Then paint the cans. Paste cut-outs or original sketches on the tins and give the completed cans a coat of shellac.



CUT PICTURES
FROM PUBLICATIONS
FOR DESIGNS

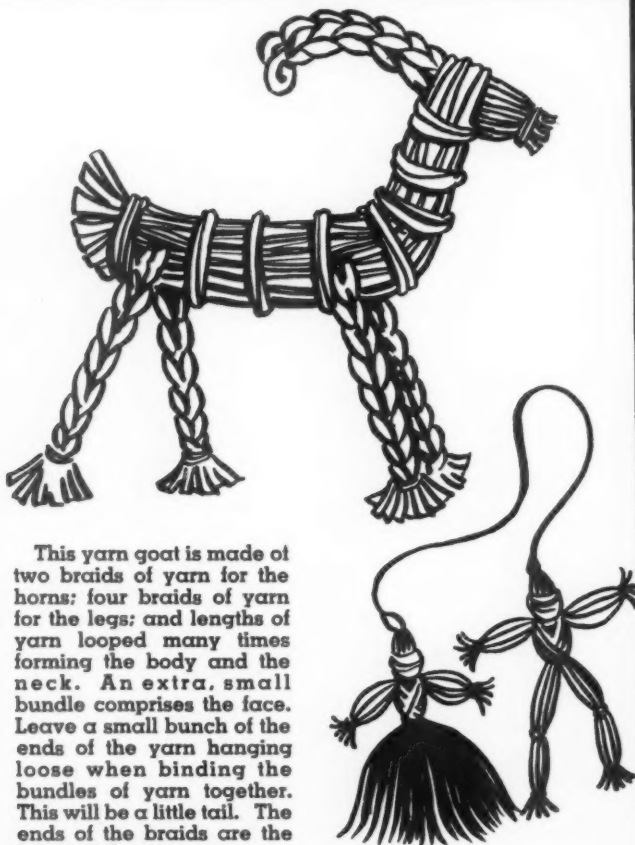


GLUE PICTURES
ON CAN AND SHELLAC



To make these coasters, cut oilcloth into the desired size and glue it onto round pieces of wood about $3\frac{1}{2}$ inches in diameter. Be sure that the shiny side is out. Cut designs from pieces of contrasting oilcloth or sketch original designs on drawing paper, cut, and paste on the coasters. The final step is to give the finished designs a coat of shellac.

Other material besides oilcloth may be used, but it must be shellacked several times or the coaster will not serve its purpose.

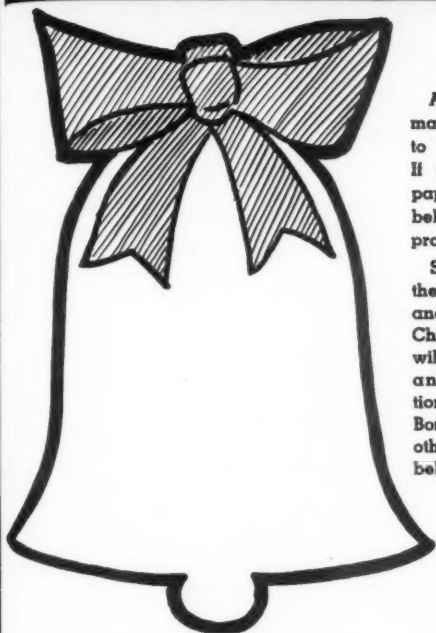
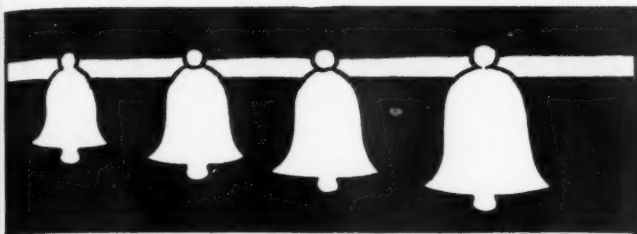


This yarn goat is made of two braids of yarn for the horns; four braids of yarn for the legs; and lengths of yarn looped many times forming the body and the neck. An extra, small bundle comprises the face. Leave a small bunch of the ends of the yarn hanging loose when binding the bundles of yarn together. This will be a little tail. The ends of the braids are the hoofs of the goat.



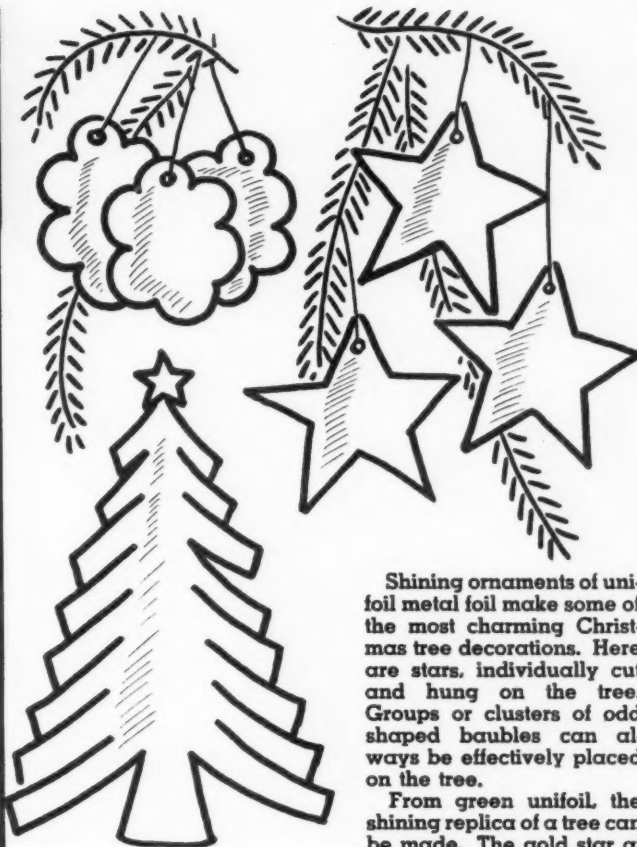
Decorative curtain pulls may be made very simply by painting designs on discarded spools. Poster paints may be used, but crayon is also a good medium. The spools are then coated with shellac.

A long piece of yarn or twine is looped and pulled through the spool as shown at the left. If a bead is added, see illustration, then the spool will not slip out of place. Tie the ends of the cord in a tassel effect.



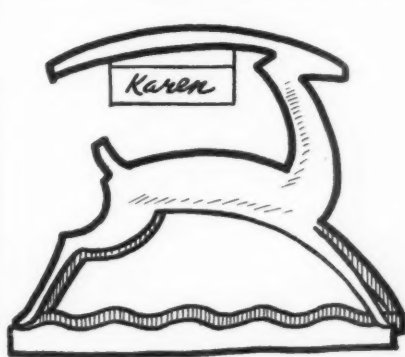
Any gay Christmas material can be used to make these bells. If green construction paper is used for the bells, red ribbons will prove most effective.

String several of these bells together and hang them on the Christmas tree. They will also form excellent and colorful decorations for the classroom. Border designs are another use for Christmas bells.



Shining ornaments of uni-foil metal foil make some of the most charming Christmas tree decorations. Here are stars, individually cut and hung on the tree. Groups or clusters of odd shaped baubles can always be effectively placed on the tree.

From green uni-foil, the shining replica of a tree can be made. The gold star at the top adds to its beauty.



Uni-foil metal foil paper can be employed to very good advantage in making Christmas decorations of all kinds. Here are some suggestive designs using this material.

The Christmas tree has a base of wood and a wooden peg for the center. Around this is a cone of green foil decorated with a strip of red felt wound on the tree and having additional bits of felt scrap fastened to it.

Place cards made of uni-foil are modern and easy to make. Double a piece of foil and trace the design on it. Paste the two cut designs together as shown using a little scotch tape.



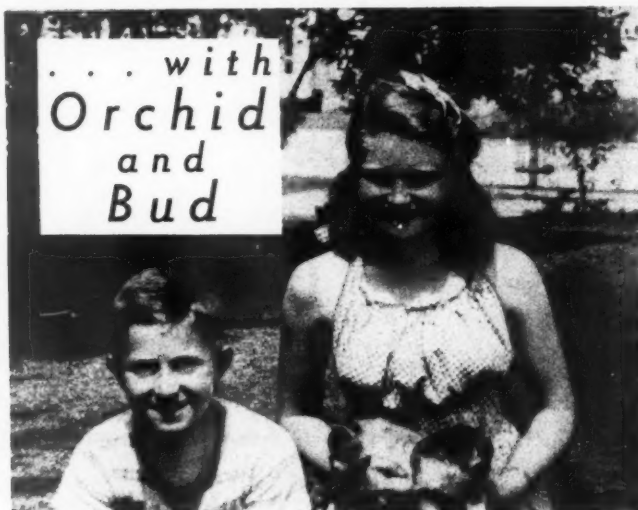
Paper doilies and construction paper of various colors are the bases for these interesting decorations. The Christmas tree has dark green paper under the white lace doille. A base of wood or cardboard completes this table piece.

Place cards as shown above have a background of dark green or blue. The bells are yellow or red with the doille material over them.

The tree decorations are made in the same manner.

A-TRAVELING WE SHALL GO

See and Know America



The Fourth of a Series of Travel Activities
by MARIE G. MERRILL

Home for Christmas! When, at Boston, Orchid and Bud boarded the "New England"—the train which was to carry them homeward, it was almost as exciting as the beginning of their travels.

"The name of our train will keep reminding us of all the places we've been around Boston. We won't be bored during the trip home," said Bud.

A fresh covering of snow glistened in the morning sun when the children reached Chicago the next day. The neighborhood gang was waiting for them. "Going away again?" "When will you tell us about everything you saw?" "Teacher's got a swell idea." "Are you going away for Christmas?"

"We shall learn about the Christmas customs of other countries, but we are not going to leave Chicago. One of mother's friends will take us to the neighborhoods where live people who still do some of the things they did in their old home country," Orchid told the excited children.

The day before Christmas Orchid and Bud were up early even though their travels did not begin until evening. When mother's friend, Miss Stanton, came, she told them they would visit the Mexican, Greek, Italian, and Polish Christmas celebrations.

"I wish you could visit others but it would take so much traveling that

there would not be time. A great many countries have given us much that is interesting and beautiful. It is unfortunate that many of the old customs are being abandoned now."

"How do you find out so much about these customs, Miss Stanton?" asked Bud.

"It isn't hard to begin to get information. For years there have been settlement houses in many of the districts where live people who were born in other countries. To those working at the settlement houses, the people and their 'old country' backgrounds are known; to them these men and women bring their problems. In the settlement houses, the 'new Americans' become used to living here. These houses also serve as recreation centers."

The Mexican family were watching for the children—Orchid and Bud—to arrive and gave them a greeting of timid but charming smiles. The father spoke English so well it surprised the children.

"I have work in Chicago long time and I go to night school, too. My wife, she goes to the settlement house over there. That is fine for her and the children."

And such beautiful children they were!

Just then another Mexican family came to join in the celebration.

Orchid and Bud could not keep from looking at something which resembled a big, gay balloon hanging from the ceiling. It was made of pieces of colored paper pasted on a foundation. There was a ruffle of red paper around it.

"Perhaps you cannot stay very long so we have presents now." The Mexican children were all smiles and excitement. "Now you (to Orchid and Bud) catch presents, too. You watch that," said Mercedes, one of the little Mexicans, pointing to the balloon. With that the father broke the ball and down came the gifts. There was laughing and a great scramble for presents.

Just at that moment there was a knock at the door. It was opened to admit a girl dressed to represent the Mother Mary with the Baby Jesus and three young men representing the Wise Men. The four would visit many homes that evening. When greetings were finished the entire group of Mexicans sang a Christmas song.

Now the Christmas travelers said "Goodnight and Merry Christmas" to these Mexican friends.

Their next visit was to a Greek home. The Darlas family gave them a true welcome. "We're glad you came now," said Mr. Darlas, "it is just time for the Christmas bread." Then Mrs. Darlas brought in the largest loaf of bread the children had ever seen.

"What a hot cross bun!" exclaimed Bud.

It *did* have a cross cut in the top of the loaf. Mr. Darlas explained that the food they would now eat was different from that which they had for the last forty days. "That was a period of fast and we could eat only certain things."

"In Greece," he said, "several boys come to the door carrying baskets and singing a carol, Christogano, which means 'Christ is born.' People give them nuts and eggs and other things. They don't do it much in this country any more." Our group listened to this song and ate delicious pastries.

Cordial greetings were exchanged and then Orchid and Bud were on their way.

"Oh, look, mother! A Madonna all lighted." The travelers paused reverently before the shrine of the Nativity. Here was an Italian family which still shared its Christmas with the world.

"Our Polish friends live here," said

Miss Stanton. With a warm welcome the travelers went into the dining room of the home where there was a table on which were many kinds of food.

Mr. Mistarz, the father, was sorry the guests were not there when the evening star appeared in the sky. "That is the same to us as the star of Bethlehem. Then we light the tree and come out to supper. We want you to eat with us. Although we began earlier, we have not finished."

Mrs. Mistarz explained the padding under the white table cloth. "We put straw under there just as Mary did in the manger."

Orchid and Bud liked the beet soup, and dumpling made with poppy seed and honey, and the Baba—Christmas cake. "There must be nine courses in this supper. We must have fish but no meat," Mr. Mistarz explained. The guests had only time to taste all of the good things.

The ceremony our travelers liked best of all was that of the wafers. The wafers were about four by seven inches and had on them pictures of the Nativity. At the end of the supper, Mr. Mistarz went to Mrs. Mistarz at the opposite end of the table, broke a wafer with her, and wished her a Merry Christmas. After that everyone broke wafers with everyone else and wished him a Merry Christmas.

Then they gathered around the Christmas tree with the manger near it. The tree was interesting because it was decorated with homemade things—gilded nuts, cookies, and paper fes-

toons. Everyone was singing carols when a few young people also singing came to the door. They carried a little creche. The Mistarzs gave them cookies. Before they left all broke wafers with one another.

"Now," said Miss Stanton, "we shall stop at the home of some Norwegian friends of mine who are looking for us this minute." And so they were.

"You must eat lots of our Christmas cookies," said Mrs. Lokke as she brought them in a beautiful Norwegian-made basket of thin wood painted white with designs in bright colors. Especially attractive to Orchid and Bud were those in the shape of a hollow cone.

"If you were in a farm country such as Wisconsin or Minnesota," said Mr. Lokke, "you might see, at some places, long poles with grain fastened at the top. This is a Christmas present for the hungry birds. Some people still follow this old custom."

"But everyone makes cookies for Christmas," said his wife. Then she gave the children a box of cookies with quantities of those they liked best.

At last the Christmas travelers were on their way home.

"We do as well as though we had seven league boots," mother remarked.

"We have a magic carpet in the bottom of the car, dad," said Orchid.

"We're just streamliners," was Bud's comment.

"Here we are at home again. Come in, Miss Stanton, and have an American Christmas around the tree. I'll light the candles in the window. We always have those," said mother.

"That is an old Irish Christmas custom. But that big log in your fireplace just begging to burn might be anywhere," said their guest.

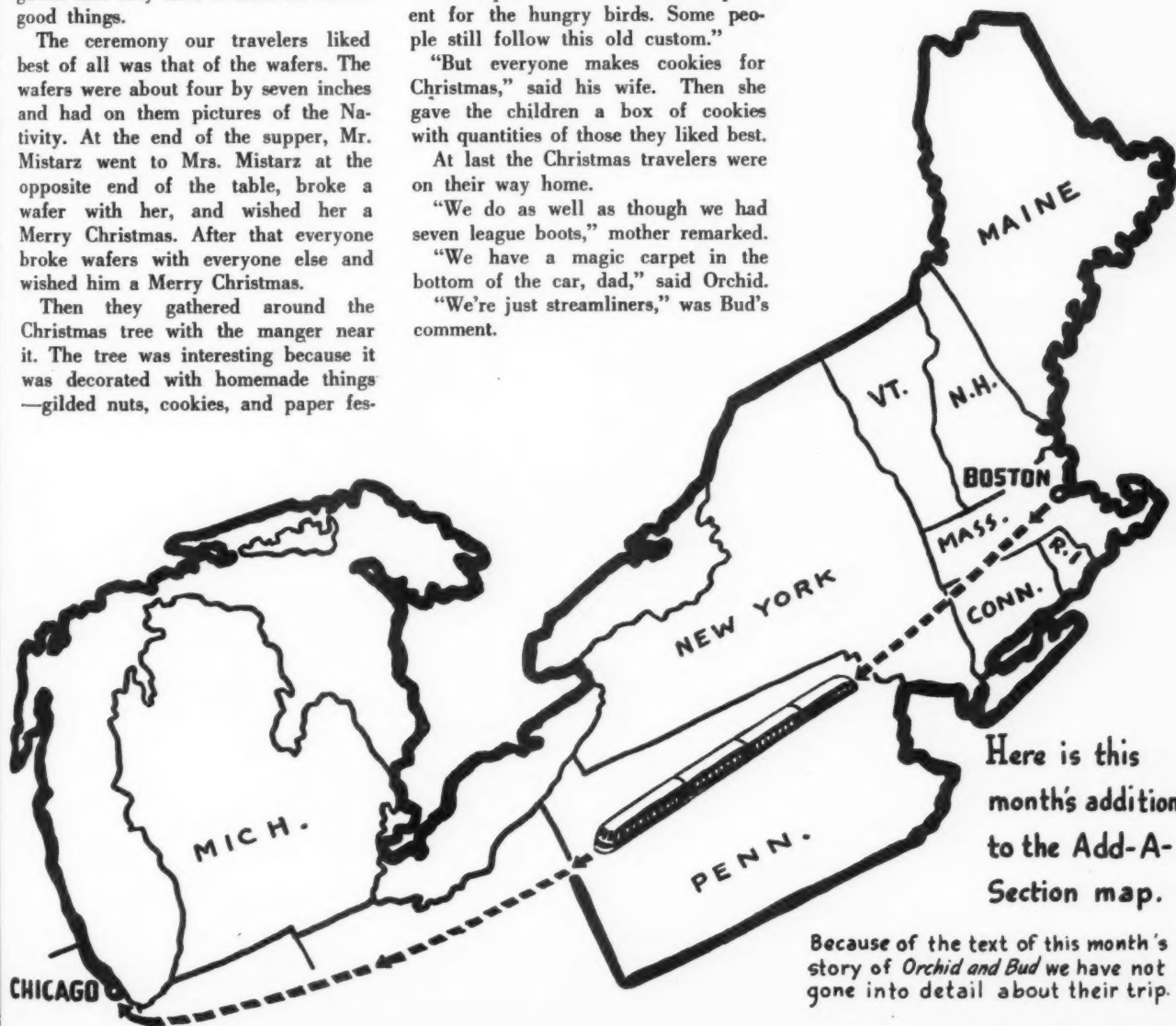
"Yes, and there are Christmas trees most every place we visited. And everyone has cookies."

"They all sang carols, and, even if we didn't know words, we enjoyed them very much," said Orchid.

"All of them had the same Christmas meaning. Suppose we sing 'O, come all ye faithful,' mother suggested.

"Now in whatever language and wherever you are,

"MERRY CHRISTMAS TO YOU!"—Orchid and Bud.



Here is this month's addition to the Add-A-Section map.

Because of the text of this month's story of *Orchid and Bud* we have not gone into detail about their trip.

CATEGORIES

by

LOUISE PRICE BELL

Categories is the name
Of the little game below,
So try to think of all the things
That in each class you know.

For instance, think of all the toys
That start with letter "S,"
Then write them neatly in the square.
Skates? . . . That's a good one, yes!

Now do the same with "A" and "N"
And then with "T" and "A,"
And see how many you can get
Before the end of day!

SUGGESTED ANSWERS

TOYS: skates, automobiles, nine-pins, tops, airplanes.

STORIES: Snow White, Alice in Wonderland, Nicholas Nickleby, Tom Sawyer, Ali Baba.

GAMES: Skip-tag, Anagrams, Needle's-eye, Tiddledy-winks, Andy-over.

GIRLS' NAMES: Sally, Alice, Nora, Thelma, Anne.

BOYS' NAMES: Samuel, Albert, Nicholas, Thomas, Andrew.

CITIES: San Francisco, Albany, New York, Tacoma, Albuquerque.

	S	A	N	T	A
TOYS					
STORIES					
GAMES					
GIRLS' NAMES					
BOYS' NAMES					
CITIES					

If a teacher has felt herself unqualified to develop music appreciation, she will find much helpful material available during the Christmas season. The atmosphere of cheer and a delight in the beautiful, both tangible and unseen, provide a readiness of mind and a feeling that is not equaled at any other time during the school year. The children are peculiarly susceptible to artistic influences, both of sight and sound. The enthusiasm of the teacher and the group will do much to minimize any differences of approach or procedures in the classroom.

It is customary, in many schools, to give Christmas programs. In that case, the art songs will be selected with this particular theme in mind. Stories and pictures may also be incorporated in the projects. These may provide background for the program numbers or supplement them. If the program is built around the theme of internationalism, Christmas customs and pictures, as well as songs and dances of various countries, may be utilized. If the program permits, these features may be included in a unit of each country. Interesting anecdotes and, occasionally, exhibits from various countries may be assembled from the parents in the community. With such a project in mind, the teacher will have little difficulty in creating an understanding of and an interest in the music of other lands.

With a different group, the historical approach to Christmas might prove the most valuable. Again there are pictures, stories and possible exhibits which add charm and vitality to the program of music through the ages.

Music appreciation is a matter of experience and understanding. At the Christmas season, it is possible for the teacher, school, and community to work together for the benefit of all. Let us consider the teacher's part in it.

TEACHING MUSIC APPRECIATION AT CHRISTMAS

Songs to be Taught	Grade
CAROLS	
<i>Silent Night</i>	1
<i>Hark, The Herald Angels Sing</i>	1
<i>O, Little Town of Bethlehem</i>	1
Review above songs.....	2
<i>Silent Night</i>	2
<i>It Came Upon a Midnight Clear</i>	2
<i>While Shepherds Watched Their Flocks</i>	2
Review above songs.....	3
<i>O, Little Town of Bethlehem</i>	3
<i>We Three Kings</i>	3
<i>The First Noel</i>	3
Review above songs.....	4
<i>O, Come All Ye Faithful</i>	4

CHRISTMAS IN THE MUSIC CLASS

by
LOUISE B. W. WOEPPEL
Supervisor of Music • Ralston, Nebraska

<i>Joy To the World</i>	4
Review above songs	5
<i>Angels From the Realms of Glory</i> ..	5
ART SONGS (Learned for their beauty; not to be analyzed or sight-read.)	
<i>Away in a Manger</i>	1-2
<i>Lullaby Wi-Um</i> (Pueblo melody)	3
<i>I Saw Three Ships</i>	3
<i>Lullaby</i> (Brahms).....	4
<i>Deck the Halls</i> (Welsh).....	4
<i>God Rest You Merry, Gentlemen</i> (English)	4
<i>From Heaven High</i>	
<i>I Come To You</i>	Int. Grades
<i>Carol of the Shepherds</i>	Int. Grades
<i>Good King Wenceslaus</i>	Int. Grades
<i>Bring a Torch, Jeanette,</i> <i>Isabella</i>	Int. Grades
<i>O Sanctissima</i>	Int. Grades
<i>Gloria in Excelsis Deo</i>	Int. Grades

This list is only suggestive. Other art songs may be substituted if these are not available; other carols may be added if these are familiar. In addition, most music books provide a number of tuneful songs for the Christmas season. All of those listed have been selected because they help to inculcate a spirit of reverence as well as cheer and goodwill.

Music to be Heard	Grade
<i>Pastoral Symphony</i> (Handel) Any Grade	
<i>Kaememoi Ostrow</i> (Rubenstein)	Any Grade
<i>Berceuse from Jocelyn</i>	Any Grade
<i>Glory to God from Messiah</i> (Handel)	Upper Grades
<i>Lullaby</i> (Cyril Scott).....	Inter. Grade
<i>Wi-Um</i> (Pueblo Indian song)	Any Grade
<i>Cradle Song</i> (Alex Mac- Fadyen)	Any Grade
<i>Cantique de Noel</i> (Adam).....	Any Grade
<i>Largo</i> (Handel)	Any Grade

These numbers have been selected because they create the mood of mother love and the spiritual exaltation that one associates with Christmas. The songs are not intended for teaching purposes. If the teacher does not feel equipped to sing them, perhaps some one in the community will be willing to sing them

for the children; some of the songs are available on records as well. The instrumental arrangements listed are part of the Christmas season music which will be heard at concerts and over the radio. If no records of them are on hand and the teacher is not able to play the piano arrangements, she might borrow the records from a school patron, rent them from a music store, or persuade some local musician to come to the school to play them. At Christmas, people in general are usually willing to give time and service to a community enterprise.

If some generous person or group wishes to give a lasting gift to the school, the music listed above would be excellent. It is wide in its appeal; usable at any age level, if intelligently presented; and artistically composed.

Other materials should be included if possible. Some types are:—
STORIES

(1) The Birth of Christ, THE BIBLE, Saint Luke, Second chapter, Vs. 1-20; (2) the story of the song *Silent Night*; (3) the story of Luther's *Cradle Hymn* (*Away in a Manger*); (4) the story of *Adeste Fidelis* (*O, Come All Ye Faithful*); (5) the story of Brahms and his *Lullaby*; (6) *Why the Chimes Rang*, a legend; (7) *The Birds' Christmas Carol*, Wiggam; (8) *The Other Wise Man*, Van Dyck; (9) *Christmas Carol*, Dickens.

There are a number of other stories, books and poems that reflect the Christmas spirit. Every teacher has her favorites. These correspond in mood to the songs listed previously.

PICTURES	ARTISTS
<i>Madonna of the Chair</i>	Raphael
<i>Sistine Madonna</i>	Raphael
<i>Immaculate Conception</i>	Murillo
<i>Holy Night</i>	Correggio
<i>Madonna and Child</i> pictures	German, American and modern Italian artists.

In addition to the Medieval and Renaissance artists, many modern European and American artists have utilized this theme, using modern figures. Intermediate-age children, especially, enjoy comparing the modern Madonnas with the older ones. Older children find comparisons of the ideals of different countries and different periods an interesting study.

In addition to this subject, pictures of shepherds, wise men, and star pictures, such as appear in modern magazines, delight children and help them to visualize the intangible past.

It is obvious that this Christmas unit has a religious motif. Even in com-

(Continued on page 45)

• WEATHER IN DECEMBER •

by

ANNA CUTLER

"Shall we have snow on Christmas?" This is the question which children in New England and many other parts of the United States ask their parents and teachers. Many times the answer is "Yes" for, in these sections, the winters are cold and snow storms are by no means an uncommon event.

But what about the places where there is no hope of having snow on Christmas? Even in the United States, there are some sections where the snow never falls. The map on page 24 shows regions which may expect snow on Christmas. Some places may have cold weather, rain, and perhaps sleet; but snow rarely falls there.

Then there are those sections of the United States in which bright sunshine and warm weather prevail even during the winter months. Here a favorite diversion on Christmas and during the holiday season may be swimming. Children in Florida and southern California often enjoy swimming when their friends in the North are skating on frozen ponds and coasting down snowy hills.

Did you ever wonder why some parts of the United States are warm even in winter? It is very easy to remember that our earth is heated by the sun. Around the center of the earth, the rays of heat from the sun strike the earth most directly. Therefore, it is very hot there. That section of the world is called the Torrid Zone. The nearer one lives to the Torrid Zone, the hotter it becomes. That is why in Florida and the southern part of the United States the weather at Christmas is unlike that in the North.

While the reason just mentioned is the principal cause of warm weather in the southern parts of the country, there is another thing which also helps to make Florida and the states which border the Gulf of Mexico warm. This is the Gulf Stream, a wide area of water which is always very warm. It heats the air above it so the winds off the Gulf Stream heat the surrounding land.

Christmas wouldn't be half so festive a holiday without the traditional flowers and shrubs to decorate homes, schools, and churches. Where do these flowers grow? Where do the mistletoe, holly, and poinsettias grow?

Of course, everyone has seen fir trees — everyone, that is, who lives where there are any trees at all. For fir trees or varieties of firs grow almost in every part of the United States. But if you live in Massachusetts, have you ever gone out into the garden just before Christmas and picked a bunch of poinsettias to decorate your house? "Of course not," you say. Then, do you know where boys and girls can pick bouquets of these flowers? Strange as it may appear, poinsettias are natives of Mexico and if you live in the South, you may have seen them growing in gardens.

Mistletoe is a parasite; that is, it feeds on other plants. In the New World, almost all the mistletoe comes from the southern and tropical sections. Some of it, however, may be found as far north as New Jersey.

As for holly, it grows along the Atlantic coast from Massachusetts to Florida; but the plants are largest in eastern Texas and the Mississippi valley.

In the North, snow is considered the most beautiful Christmas decoration. When the beautiful flakes fall in almost infinite variety, every boy and girl thinks that there could be no more wonderful Christmas present.

An almost infinite variety of snowflakes has been mentioned. That means that there are almost no two crystals of snow which are *exactly* the same. But the snowflakes always form three- or six-sided stars. You can use snowflake designs on Christmas cards, Christmas notebooks, and decorations for Christmas presents.

We have been speaking about snow and the weather at Christmas time. Now let us think a bit about the beautiful stars which are to be seen during the Christmas season. Remembering the star which guided the three Wise men, all nations turn their eyes toward the heavens at this time of year.

The stars and their study have occupied the minds of men for many centuries. Sailors must know all about the different stars in order to guide their ships safely at night. Aviators study the stars also.

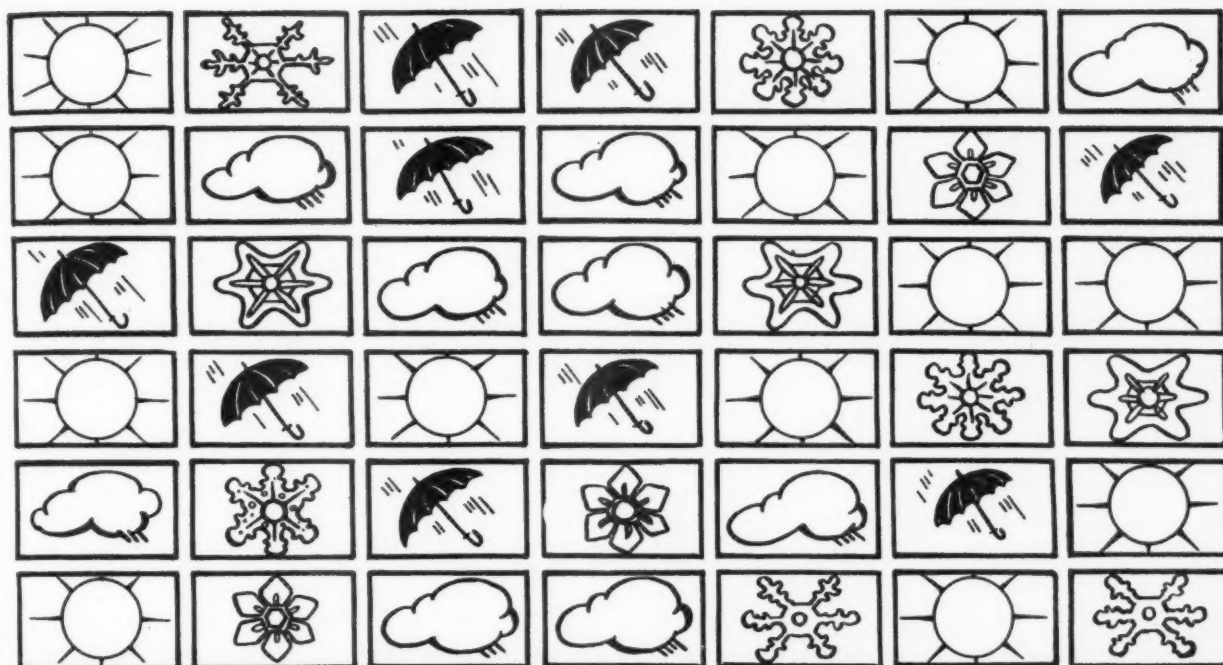
One thing which has puzzled astronomers—men who study the stars—for a great many years is the Star of Bethlehem. In all history there is no other mention made of any unusual star which might have been seen over Bethlehem on the night that Jesus was born. Some scientists say that it was an apparition—visible only to the Magi. You know, the men who study about stars can tell when any known star is visible. Therefore, they could tell if any very bright star appeared at any time. But, you see, the calendar or method of counting the days and months has changed since that memorable night, so that we don't know the exact date of the Christ Child's birth. There is the possibility that the star the Wise Men saw *was* a true star. Astronomers are still trying to discover whether this is so.

Perhaps one day we may look at the sky on Christmas and say in an awed voice, "There is the star which guided faithful men to the holy scene at Bethlehem."

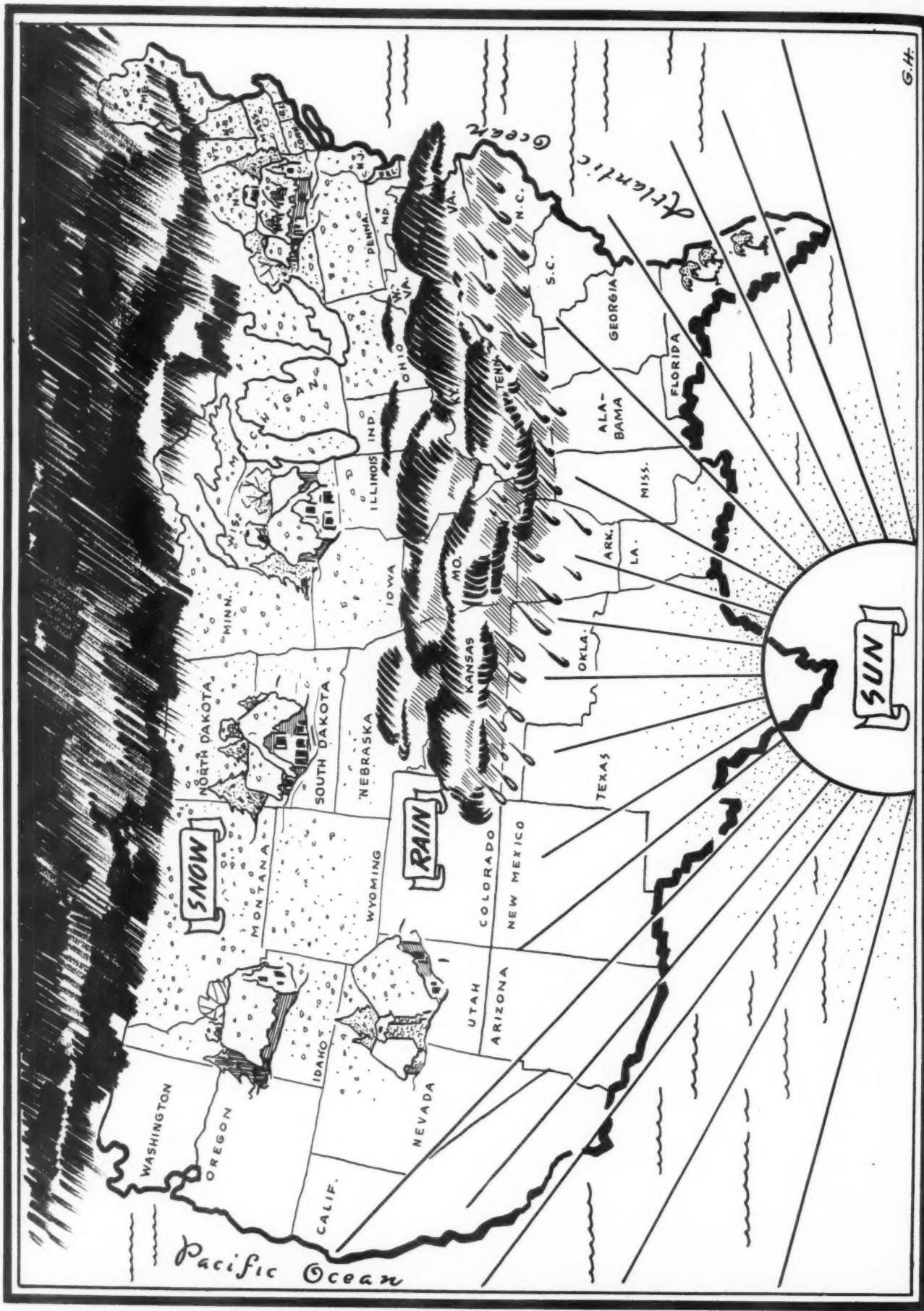
On the opposite page you will find a weather chart. By using it properly, it is possible to have a complete record of the weather in December.

If a day is sunny, place one of the shining suns in the space beneath that day. Use the umbrellas to indicate a rainy day; the clouds to denote dark, cloudy days; and the snowflakes to show days that were snowy.





1940		DECEMBER				1940	
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					



G.H.

SANTA'S DILEMMA

A Christmas Play

•
by

HAZEL MORROW DAWSON
KANSAS CITY, MISSOURI

Characters: Santa Claus, Mrs. Santa Claus, several workers in the toy shop — brownies, or dwarfs.

SCENE I.

Santa's home somewhere in the Northland. Santa and Mrs. Santa are in their living room. (Room is furnished in any modern style.)

MRS. SANTA: (in a worried voice) Santa, what is the matter with you? Why don't you get ready to start on your journey?

SANTA: (walking back and forth) For the twentieth time, I tell you I am not going to deliver one single toy! No, indeed, not *one* toy!

MRS. SANTA: But, why? What has happened? Are you going to disappoint all of your little friends this year?

SANTA: I guess I shall have to. I think I shall just go to sleep and get a good rest.

MRS. SANTA: If you would stop joking and tell me what is wrong, I might help you. How can I help you when I don't know what ails you! (With that she sits down exasperated.)

SANTA: Why, you know what has happened. We worked for a whole year on toys. We have made millions of toys. Now, the parents and the children have decided they want different kinds of toys.

MRS. SANTA: What kind of toys do they want now? Don't they want the same kinds they received last Christmas?

SANTA: They won't have anything but safe toys now. Everything must be just so. (Santa sits down again.)

MRS. SANTA: I thought we sent them safe toys. Surely as much as we love the boys and girls, we wouldn't think of sending them anything that wasn't safe.

SANTA: Well, things have changed. Even the houses are fixed so securely, I can hardly get down the chimneys.

MRS. SANTA: Of course, I never see that part of Christmas. I am so busy here getting things ready for your many loads. However, this is no time for you to waste time. Let's do something about it.

SANTA: I have thought until my head aches. There is nothing I can do except sleep.

MRS. SANTA: You'll do no such thing. We must get busy and make some changes. Tell me what kind of toys they want.

SANTA: Oh, why must we go into that! It's no use, I tell you.

MRS. SANTA: I insist. We must keep up with the times too. If we have been asleep, we must wake up. Now come on and tell me about it.

SANTA: All right, then. I'll tell you. It all started the other evening when I turned on the radio. I wanted to hear what some of the boys and girls wanted in their stockings and under their trees.

MRS. SANTA: Well, isn't that what you always do?

SANTA: Yes, it is—but don't interrupt me. I am upset.

MRS. SANTA: Very well, I shan't interrupt again, if you will come to the point.

SANTA: (continuing) I heard one man say, "Now this year, my friends, be sure to place your tree in a tub of sand. Keep it moist and then there will be less danger of fire. Also, have a strong wire guard in front of fireplaces to safeguard the little members of the family." Now, how shall I get down the chimneys if there are strong guards in front of the fireplaces?

MRS. SANTA: Go on. What else did you hear?

SANTA: I heard another man talking about the kind of toys children should have.

MRS. SANTA: There was nothing wrong with that, was there?

SANTA: Yes, there was. He said that toys for small children should be painted with paints made of vegetable coloring so that the children would not become ill, if they happened to put the toys in their mouths.

MRS. SANTA: We do not have any vegetable coloring, do we?

SANTA: No. We used enamel. Everything we have is painted with it. Oh, me, oh, my! I am sure we must have been asleep, not to have heard about these things before Christmas Eve.

MRS. SANTA: Was that all you heard?

SANTA: No. Some children wanted sleds but they requested the kind that had "safety brakes" on them, so that they could stop them easier. Now, our sleds are beautiful sleds, but we did not know about "safety brakes."

MRS. SANTA: How about all of the small children's toys? We have millions of them.

SANTA: Yes, and we must keep them. We can't take any toys with sharp edges for fear the youngsters may cut themselves; they can't have any celluloid toys because celluloid is inflammable; they must have toys made of rubber, or some material that is clean and safe.

MRS. SANTA: I think I am beginning to see what you mean. We have many toys, but there is something wrong with most of them. Is that right?

SANTA: Yes, and it is too late now for me to do a thing about it. Just let the children do without their toys for one year; and then maybe they will take what we give them.

MRS. SANTA: Now you know you don't mean that. Why, think how sad they will be if you don't visit them on Christmas Eve.

SANTA: Well, this is one time I won't visit them, for I am going to sleep. I've lost weeks and weeks of sleep in the workshop and now the people don't want what we have. Why didn't they say so long ago? Goodnight, now. Go to bed and rest, for that is what I am going to do. (Santa stretches out on the couch and goes to sleep.)

MRS. SANTA: (going over to him and shaking him) Santa, wake up! Wake up! (shakes him again) Wake up, I say! Santa! Santa! Oh, what shall I do? The sleigh is waiting and Santa is sound asleep. (Mrs. Santa tries shaking him again, but he sleeps on. Mrs. Santa sits down and cries.)

Scene II

Santa's work shop. (A workshop lined with shelves full of toys. Dwarfs are working at a work bench.)

DWARFS: (singing to the tune of "The Farmer in the Dell" as they dance in circle)

Our work has been such fun
And now it's almost done;
We've worked away
Both night and day,
We've all kept on the run.

We've piled the toys so high,
With ne'er a tear or sigh
To store away
For Santa's sleigh
On its trip up through the sky.

Let's put our tools away;
Let's sing and dance and play.
We've worked a year;
The toys are here
All ready for the sleigh.

(Just then Mrs. Santa rushes in.)

MRS. SANTA: (excitedly) Oh, stop that singing. Come here, come here. You must help me.

(Dwarfs stop and go to her.)

1st DWARF: What is wrong?

MRS. SANTA: Santa is asleep. He refuses to deliver the toys. Oh, help me to think of something.

(Dwarfs look at each other and shake their heads.)

2nd DWARF: What has happened? Why does he refuse to take all these nice toys to the children? Is he ill?

MRS. SANTA: He is angry because everyone wants safe toys now.

DWARFS: (together) Oh-o-o-o.

3rd DWARF: What is wrong with these toys? Why, we have worked a whole year on them!

1st DWARF: A whole year is right. We've cut out and sawed and painted and scraped. Just look at the blisters on my hands!

2nd DWARF: Surely there must be some mistake. Santa wouldn't quit like that! Look at the time. He should be coming back for another load. What are we going to do?

MRS. SANTA: We must think of some way to make these toys safe. Now let me see. (Sits down on a bench, the dwarfs sit down also.) The toys for small children must be soft or pliable. The sleds must have safety stops on them. The other toys must have a non-poisonous paint—

3rd DWARF: It won't take me long to put safety brakes on the sleds.

2nd DWARF: I can take the plane and get that new kind of paint. We shall need the quick-drying paint, too.

4th DWARF: What about these lead and tin toys?

MRS. SANTA: Well, older children may have them; but, for small children, we must have toys made of hard rubber that won't chip or cut or stick.

1st DWARF: Just leave everything to us. We are tired but we cannot allow the children to be disappointed. You go back and see if you can wake Santa. The reindeer are restless. They are anxious to be off. We'll have every-

thing ready in no time.

MRS. SANTA: (Sighs as she goes toward the door.) Very well. I shall see what I can do. (She goes out.)

(The dwarfs join hands and dance in a circle again singing.)

If children want safe toys,
We'll have to make safe toys.
We'll always plan
The best we can
To safeguard girls and boys.

(They pick up their hammers and other tools and start to work swiftly.)

Scene III

Setting, same as Scene I. (Santa is still sleeping.)

MRS. SANTA: (Enters and goes over and shakes Santa again but he snores away. She sits down in a chair to think.) I wonder what I can do? It does no good to try to shake him. There must be something I can do.

(Turns on the radio.)

Radio voice back stage or on the stage hidden behind the radio: "Ladies and gentlemen, we regret to say that something has happened to Santa Claus. No one has seen him tonight and everyone is worried. No child has received any toys from Santa's workshop and it is long after midnight."

SANTA: (Groans and turns over but he speaks sleepily.) Santa—what did you say?

MRS. SANTA: Listen to the boys and girls on the radio.

SANTA: Well, all right, all right. What did they say?

MRS. SANTA: Just listen and then see if you can sleep while they cry.

RADIO: Now, ladies and gentlemen, we have some little visitors in our studio who wish to talk to Santa. Jimmie, what do you want to say to Santa?

JIMMIE'S voice: Hello, Santa Claus. We are all waiting for you. We have been waiting all evening. We have been good, Santa, and we should like to tell you again what we want most this Christmas.

SUSAN'S voice: Hello, Santa. This is Susan. What has happened to you? I should like to have some new roller skates and I promise to skate only on the side-walk. I know what to do to be safe.

SANTA: (waking up) What time is it?

MRS. SANTA: It is after one o'clock and not one toy has started on its journey! (She gives Santa a sad look.) Oh, here is someone else talking. Listen.

TOMMIE'S voice: Hello, Santa. This is Tommie. I have been a very good

boy. I am a Safety Council patrol and I should like to have a new bicycle. I have learned all the good rules and I promise to be very careful if you will only bring me a bicycle.

SANTA: That settles it. Shut that off and help me. Our toys are all right for the careful people. Where is my new coat? Where is my hat?

MRS. SANTA: (excitedly) Here is your coat and here is your hat. I have them all ready. The dwarfs have the sleigh all loaded for the trip. Oh, hurry, Santa. The children have been waiting so long. You should be ashamed of yourself.

SANTA: I am ashamed, but I had a good nap and now I can work much faster.

MRS. SANTA: The dwarfs have put new safety brakes on all the sleds and repainted the babies' toys with new paint.

SANTA: They did! Oh, that's fine; now I feel much better. Tell them to charter the new stratoliner for my next trip. I am going to have to make up some time and I do not want to wear out my trusty reindeer team!

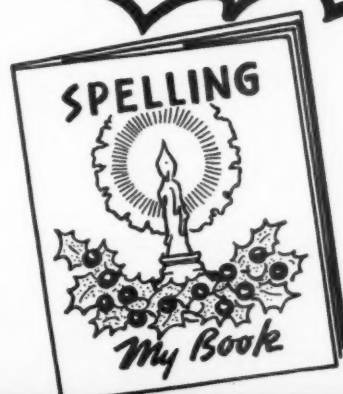
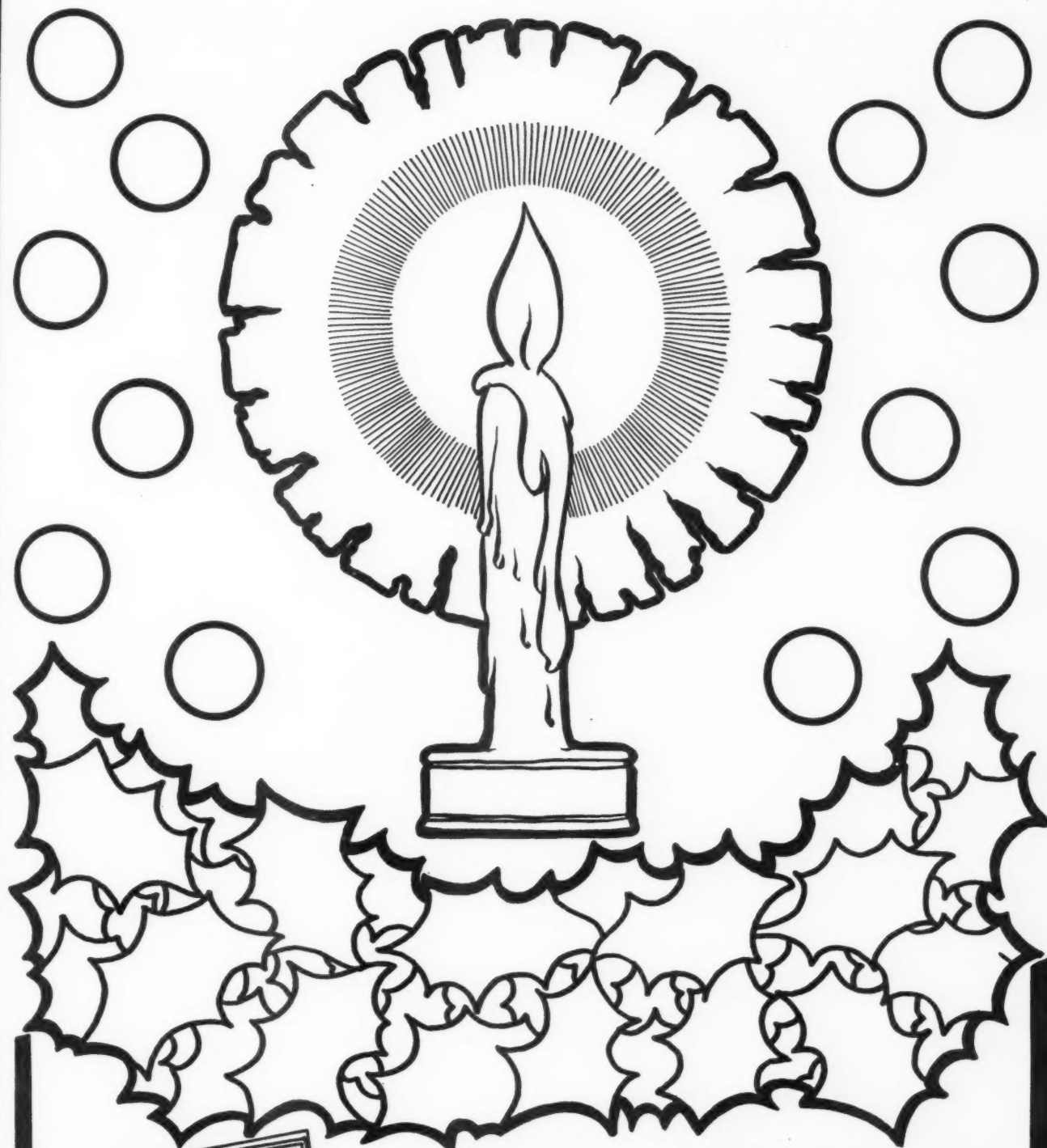
MRS. SANTA: (happily) Oh, I am so glad you have come to your senses! I could not bear to have good children disappointed.

SANTA: Don't worry, my dear. Everything is going to be all right. If the boys and girls know where and when to ride their scooters, skates, bicycles, and sleds, no one need worry. So, good-bye, my dear. I shall not return until all the children have been remembered. And, by the way, send a special broadcast to all the boys and girls. Tell them that Santa is on the way. Tell them to have a Merry, but Safe, Christmas!

MRS. SANTA: (Waves as Santa rushes from the room.) Good-bye and may you have a safe return. (Runs to the microphone and turns the dials a few times. Then she speaks.) This is station S-A-N-T-A broadcasting from the Northland.

Santa is on his way with all kinds of toys for your safe Christmas. Have a good time tomorrow but remember Santa and I want you to be careful with your nice, new gifts! A good, thinking, careful child is always happy! Merry Christmas to all and to all Safe-ty First.

**MERRY
CHRISTMAS
to you all**



A fascinating spelling contest will result if the children put their daily spelling quizzes in a booklet. The booklet may be made with red construction paper and, at the beginning of the contest, it will be completely unadorned.

After the first day's papers are corrected, all those whose marks are above a figure—determined by the teacher—may decorate their spelling books with the sprigs of green holly.

On every succeeding day, those whose marks warrant it may add the little holly berries to their design.

As a final embellishment, at the end of the contest those whose averages are above 90% may put the lighted candle above the holly leaves and berries. The lettering is also done at this time, and the finished books make an excellent Christmas exhibit.

There are many interesting variations of this spelling contest, and the teacher will find a renewed interest in the spelling lessons. A spirit of rivalry will prevail which will add to the spirit of Christmas cheer in the classroom.



G.H.



Here are suggestive designs for Christmas cards. Many others should be selected by the children themselves using these as a stimulation for their imaginations. Crayon etching is a favorite and simple means of transferring Christmas motives to the Christmas cards. Contrasting black and light colors make an effective design.

To make these crayon etchings, cover the paper with yellow or light crayon. Then, over this, put a layer of black or dark-colored crayon. Sketch the design, scrape the surface where the color is to be light, and the crayon etching is complete.



LITTLE JACK HORNER

LITTLE JACK HORNER
SAT IN A CORNER
EATING A CHRISTMAS PIE;
HE PUT IN HIS THUMB,
AND PULLED OUT A PLUM,
AND SAID, "WHAT A GOOD BOY AM I!"



PROGRESSIVE ART IN PROGRESSIVE SCHOOLS

by
HAROLD R. RICE

*Critic Teacher of Student Teachers, University of Cincinnati,
Art Supervisor, Wyoming Public School System, Wyoming, Ohio*

CHRISTMAS PROJECTS CHRISTMAS TREES

Students will enjoy making this type of gift for their parents. The Christmas trees are not only ornamental, but practical as well.

As the accompanying drawings illustrate, the possibilities are almost unlimited. If properly presented, no two pupils should make duplicate Christmas trees.

When cost is not a factor, each of the pupils should obtain a pencil and a large spool of thread. These form the basis for the construction of the tree. The pencil is a gift for dad and the spool of thread is given to mother. Fig. (1) A large thread spool (about No. 40) has an opening in it sufficiently large to permit inserting the pencil in an upright position. Smaller spools may hold a pencil, but are not heavy enough as a base for the tree.

If cost must be considered, each pupil should obtain an old spool that has had the thread removed. A Dowl stick (from the manual training department) cut to the proper length will substitute nicely for the pencil. With the co-operation of the woodworking department, it is quite possible for the pupils to design a more elaborate wooden base and an upright which can be glued together.

With the base and upright completed, the tree proper is to be considered. A thorough discussion should be held prior to working so that each pupil will be afforded an opportunity to understand fully its many possibilities. As each suggestion is made, the materials needed should be recorded by a student secretary or by the teacher. These will include: cutting and construction paper of all colors; cotton; snow and icicles; gold and silver stars; roll of gummed paper; colored cellophane.

A study of the accompanying illustrations will disclose the construction of the suggested trees. As previously mentioned, these are but a few of the many types that can be made and should not be set up as the best. Progressive children will suggest many other equally as good possibilities.

FIGURE (2)

This is the simplest form of tree. A large circle is cut from a piece of col-

ored construction paper. A section is cut away as shown in Fig. (2-A). When the two straight edges are brought together and overlapped, it will form a cone, Fig. (2-B). This is glued fast and allowed to dry. Finally stars and colored ornaments are cut from construction paper and pasted onto the cone. Other treatments may include artificial snow or cotton pasted to the tree. A star or small glass ornament can be fixed at the top.

FIGURE (3)

This is a more elaborate type of tree. Here circles of varied sizes and colors are cut from construction paper. Fig. (3-A). Their centers are pierced with a sharp object and pushed down over the pencil as illustrated. Fig. (3-B). Strips of paper may be necessary to hold the circles from slipping down the pencil. These are pasted around the pencil under each circle. Finally snow, silver strips, or colored paper is fastened (pasted) around the edges of the circles.

FIGURE (4)

A cone is made in similar fashion to that of Fig. (2). However it should be longer and thinner. This is covered with colored cellophane. Finally stars are pasted over the cellophane.

FIGURE (5)

This tree is again similar to Fig. (2). However, it is composed of three or more cones instead of just one. The original circle is made in the same manner.

FIGURE (6)

Again the cone is used. However the edges are fringed, the cut edges turning upwards. If green construction paper is used, it is quite effective to paste white snow on the edges of the branches.

FIGURE (7)

This particular suggestion is similar to that in Fig. (3). However, instead of using circles, stars are used. These could be in duplicate sizes or varied from small to large just as the pupil prefers. Further, other effects may be obtained by bending the points up or down. Small paper ornaments can be hung from each point.

FIGURE (8)

As a final suggestion, a spiral is cut from a huge circle of construction

paper. Fig. (8-A). The one end is fastened to the point of the pencil, and as the spiral is wound downward, the other end is pasted fast to the last part of the spiral. Fig. (8-B). Small paper ornaments or snow may be added.

CALENDARS

Probably one of the most popular and possibly over-done projects is the Christmas calendar. Actually, this activity never loses its value to the pupil. However, the "dictated" lesson is objectionable from the art standpoint. Too many teachers come to class with paper already cut to size, and a model calendar is set up as *the calendar*. Teachers approaching the problem with a more progressive point of view will be more than pleased with the results, and the child will certainly benefit.

A few of many possibilities are suggested in the illustrations.

FIGURE (9)

This is a desk calendar. A simple "cut-paper" design is placed on the inside and a penny 1941 calendar glued in place, Fig. (9-A). The flaps are folded forward and a simple decoration such as the year and a few lines of contrasting colored paper applied. Fig. (9-B).

FIGURE (10)

This is another form of desk calendar. It differs from the first in its method of construction. A simple design and the calendar pad are placed inside. One of the pupil's favorite pictures is pasted on the front. These pictures may be prints of famous paintings, snapshots of friends, cut outs from magazines, or an original sketch. The color on the design inside should be repeated on the front.

FIGURE (11)

Some pupils will prefer a "pin up" calendar. This is made in the same way as the one in Fig. (10) but a hang-up tab is pasted to the back.

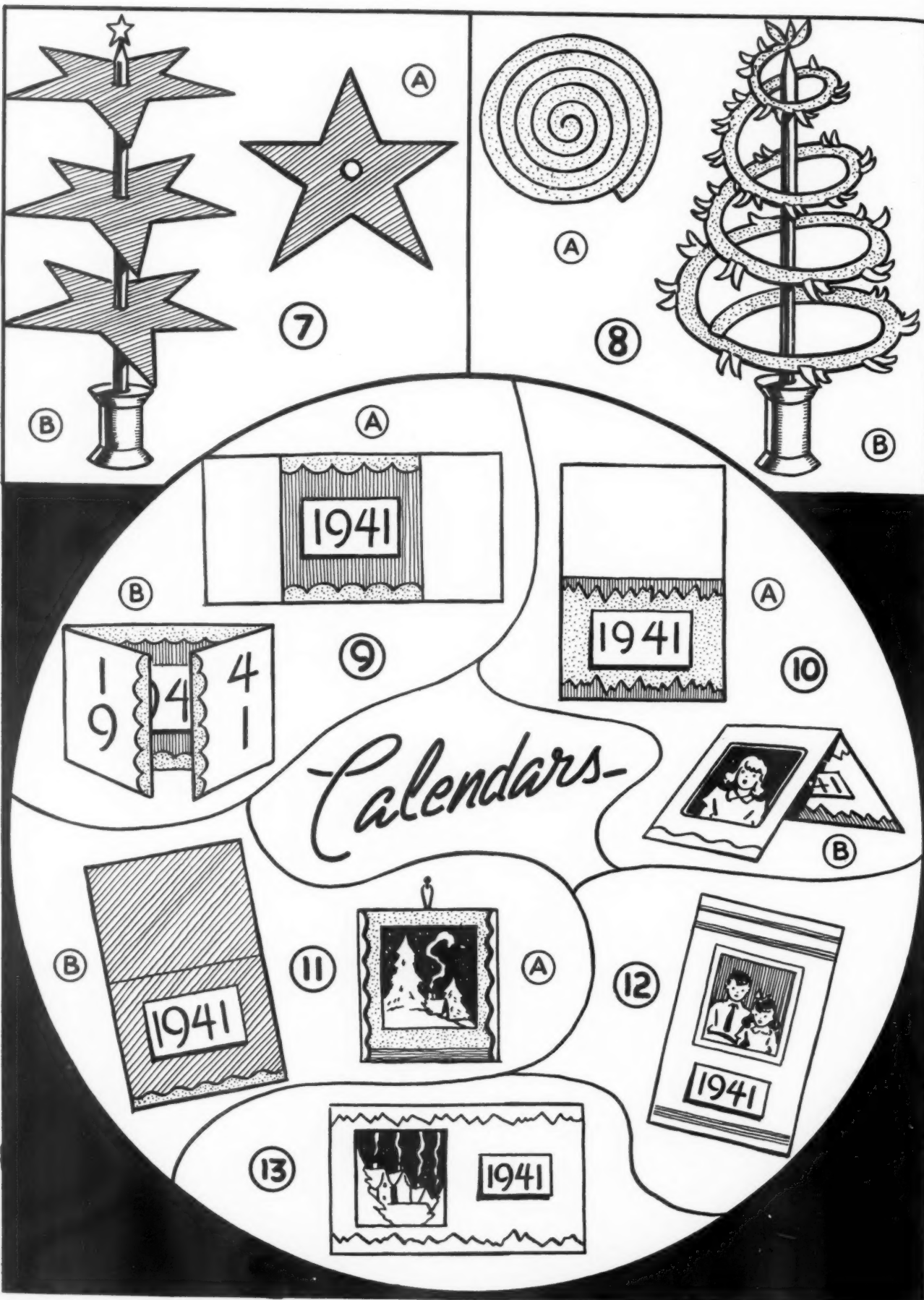
FIGURE (12)

This is another "pin up" calendar. A simple design, picture, and calendar are used on construction paper. A piece of construction paper should outline the picture.

FIGURE (13)

This is a horizontal version of the "pin up" calendar. The illustration is sufficiently clear to make remarks unnecessary.





CHRISTMAS AROUND THE WORLD



Characters: Janet, a sleepy little girl; Gino, an Italian boy; Corrine, a Swedish girl; Edward, an English boy; Marie, a French girl; Fritz, a German boy; Miguel, a Spanish boy.

(Other characters may be added for Holland, Arabia, China, Scotland, Alaska, etc.)

Setting

A library is shown with books and magazines scattered about. There is a clock on the mantel pointing to seven o'clock. A large globe is on one side of the fireplace.

JANET: I am so sleepy. Seven o'clock. I do wish it were morning. (She walks over and picks up her doll. Going to the globe, she points out the various countries.) Look, Santa Claus must travel all this before he comes to our house. The children in these lands are waiting for him, too. (She takes her doll and curls up in a big chair by the fireplace.) We'll rest awhile. Morning always takes so long to come. (She falls asleep.)

Enter Gino.

GINO: In Italy every family who can afford one owns a "presepio." These "presepios" are sets of small statues which show the Holy Family around the manger. Guests pray before them and strolling musicians sing around them. At Christmas time, Lotto is one of our favorite games.

Since we have few evergreens we use many natural flowers to decorate our

homes.

Christmas in Italy is still principally a religious festival.

Exit Gino. Enter Corrine.

CORRINE: In Sweden we clean house before Christmas. We polish and scrub until our homes are shining. Many of my friends work all year making Christmas gifts.

My Christmas tree is decorated with paper flowers, fringe, and streamers. As Santa Claus gives each of us gifts, he gives us good advice, also.

"May God bless your Christmas, may it last until Easter," we call out to all our friends.

Exit Corrine. Enter Edward.

EDWARD: In England we have huge yule logs which are brought in on Christmas Eve to burn all night in the fireplace.

Once mistletoe was thought to cure every disease, but now doctors find it has no medicinal value. Long ago it was also believed to be unlucky to bring the holly into the house before Christmas Eve. We still gather it and bring it in to decorate the house on Christmas Eve.

Exit Edward. Enter Marie.

MARIE: In France we build little wooden booths along the streets at Christmas time. Here toys, evergreens, fruits, and candles are sold.

The ashes of the great yule log are believed by many to bring good luck. We leave our shoes beside the yule

log on Christmas Eve and in the morning they are filled with candy.

"Noel" means good news and we call out "Noel" as we pass our friends on the street.

Exit Marie. Enter Fritz.

FRITZ: Long ago in Germany, St. Nicholas Day was celebrated December 6. Today most of the children know Kriss Kringle as the one who brings the gifts.

One of our Christmas holidays is called Boxing Day. On Boxing Day we pack boxes of good things to eat to take to the poor.

Germany was the country that first decorated trees at Christmas time. Today many other nations have adopted this old German custom and decorate evergreen trees at Christmas time.

Exit Fritz. Enter Miguel.

MIGUEL: In Spain if the weather is warm at Christmas time, we have many bull fights. If the weather is cold, bulls are not ferocious; so, we often are unable to hold the bull fights during the Christmas holidays.

At home, our father crawls on his hands and knees pretending to be the brave bull. We children, as matadors, attack him.

We dance and sing in the streets and our Christmas celebrations last for twelve days.

Exit Miguel.

(Janet rubs her eyes and slowly awakens. As Janet is waking, Santa hurries in, fills her stocking which is hanging by the fireplace, and hurries out.)

JANET: It is morning. Santa has come. (Glancing at the clock.) Why, it is after seven o'clock! Santa has been all around the world to our house. Let us go and see what he put in my stocking. (Still holding her doll, she goes over and takes down her stocking.)

Curtain.

(If more children wish to take part, simple parts may be written for them by reading stories of Christmas in other lands and writing short speeches for each child.)



See following page for drawings of the children, in this play, in their native costumes.



ENGLISH

SPANISH



GERMAN



SWEDISH



FRENCH



ITALIAN



FROM COCOA BEANS TO HOT CHOCOLATE



Every time anyone makes or drinks a cup of cocoa or chocolate, he is using a product whose history is full of such romance and adventure as few other foods can claim. This is the story of a cup of chocolate.

When, some time after the discovery of America by Columbus, other explorers set out to make a name—and wealth—for themselves as the great navigator had done, one of these men came to the North American continent, to the country we now call Mexico. Here the natives, the Aztecs, had a great deal of civilization, culture, and wealth. This surprised Cortez, the discoverer of Mexico, but he determined to learn something about these people.

He found the source of their wealth

and he learned something about the civilization of the Aztecs. Among the things he discovered was that the people had some sort of drink which they called *chocolatl*. Cortez and his men tasted it and found that it was good. The drink was made from the crushed beans of the cacao tree—which abounded in Mexico as it does in the rest of Central and South America—boiling water, spices, and pepper. The natives allowed the mixture to cool before drinking it.

Cortez's men changed the recipe a bit using sugar instead of the pepper which the Aztecs liked. Of course, when the men returned to Spain, they took with them the secret of this wonderful drink and soon all Spain was drinking chocolate. However, for about 100 years no

one but Spaniards enjoyed the drink of the cacao bean.

Finally someone discovered that the beans could be ground very finely, packed into cakes, and the finished product could be sold at a very high price. Soon everyone in France and in England was drinking chocolate. Special shops were erected where men gathered to drink chocolate and to discuss the affairs of the nation.

Milk chocolate was discovered by a Swiss chemist who formulated a recipe for mixing cacao, milk, and sugar thus producing what we know as milk chocolate.

Every boy and girl knows the value of chocolate. It is a concentrated food; that is, a little chocolate contains a great many food essentials. Chocolate is an energy food much used by athletes, campers, explorers, sailors, and such.

Unlike coffee beans, which we know grow on bushes, the cacao bean is found in large pods which grow on trees. The pod is opened and the contents are allowed to remain in the open air for a few days. Then the beans which are inside the pod are removed and dried. After they dry, they are roasted at which time the husks break off and are blown away.

The roasted beans are crushed under a great pressure. After this process is completed, the product is made into the various forms of cocoa and chocolate.

As in many other forms of food processing, there is an important by-product of cocoa. A by-product is a useful commodity or food which is made from some of the excess material in the more important product. The cocoa bean's by-product is cocoa butter. Cocoa butter is used to manufacture cosmetics and medicine. It is also an ingredient used in making milk chocolate.

Chocolate, it seems, is an almost universal favorite. We drink hot chocolate and cocoa; we eat chocolate bars; chocolate cakes, candy, and cookies are made from both bitter and sweet chocolate. Syrups, icings, and flavorings for all sorts of foods have chocolate or cocoa as their chief ingredient.

Men and women, boys and girls would have missed both a delicious and nutritious food had not Cortez, long ago, been curious about the peculiar drink enjoyed by the ancient Aztecs.

Very young children will enjoy printing with potato blocks and, given the additional stimulus of making Christmas wrapping paper of their own design, their interest and initiative will surprise their teacher.

Since block printing has an interesting history, children will have more enthusiasm for the project if they are told how potato blocks were used to decorate the farm homes of early America.

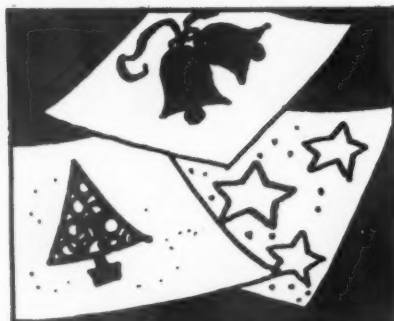
Both sweet potatoes and Irish potatoes may be used to make satisfactory blocks. Some art teachers favor the sweet potato over the Irish potato because the former does not shrivel as quickly. However, if the block is put in water and kept in a cool place, it can be preserved in an entirely usable condition for several days.

The potato having been selected, it is cut in two. Then the design is drawn on the flat surface—in order to insure a perfectly flat block surface, the potato may be rubbed against a fine abrasive—and the design is then cut so that it stands out in relief.



Be sure to wipe the potato with a dry cloth before applying the ink, paint, or dye.

Simple geometric designs are best for potato blocks but such designs as Christmas trees, rings representing holly wreaths, and bells may be used successfully. Each child should have something definite in mind before he begins to sketch on the potato. It may be advisable to sketch tentative designs on a piece of paper before committing them to the potato. Let each boy and girl experiment a bit and then begin the block making.



CHRISTMAS WRAPPING PAPER MADE WITH POTATO BLOCK PRINTS

by
ANN OBERHAUSER

Since each child will have a potato, why not make two blocks so that an alternating pattern may be used? This will prove even more exciting to the young designers. If the children are very inexperienced in this work, it may be well for the teacher to help them in choosing patterns which will be workable when made into the potato blocks.

Now the children are ready to begin printing. Several sheets of paper should be placed on the desks or tables to form a mat on which to work.

Over this mat, the children should place the paper to be blocked. Be sure that the pupils study the large sheet of paper with reference to spacing the designs in a pleasing pattern. If only one block is to be used, the children will need to be especially careful in the arrangement of the design so that the result will not be monotonous.



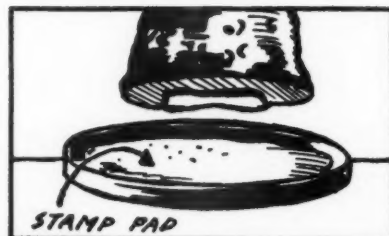
Poster paint, calcimine—either white or colored (the colored may be made by mixing colored chalk with the white), ink, chalk and water, or bluing are suitable mediums. Poster paints—very thick—and calcimine may be brushed onto the potato blocks. If the more liquid water colors are used, or if ink, bluing, or any of the other suggested mediums is selected, it should be put into a stamp pad.

These pads may be made very simply by taking old felt or absorbent cotton and covering it with cotton cloth, the whole pad being put into the top of an old coffee can. The pad is then saturated with the chosen medium.

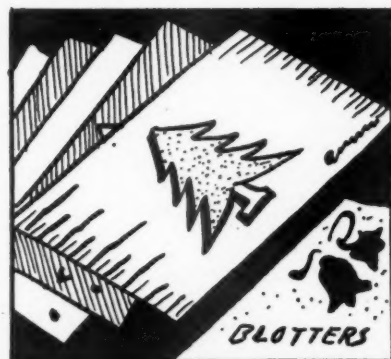
As a further suggestion, since this is the Christmas season, the various colors obtainable in water color or poster paints will probably be preferable to ink or bluing because the former are more adaptable to the Christmas designs your pupils will probably have in mind.

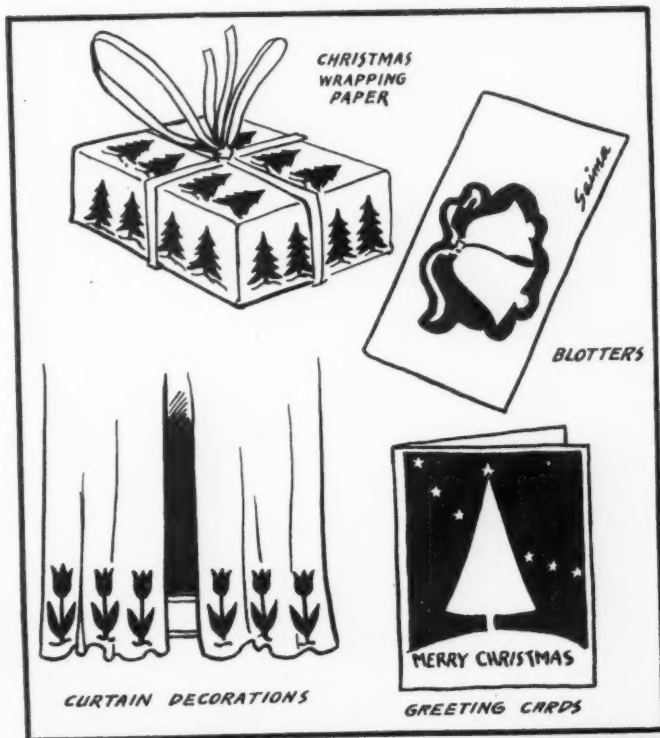
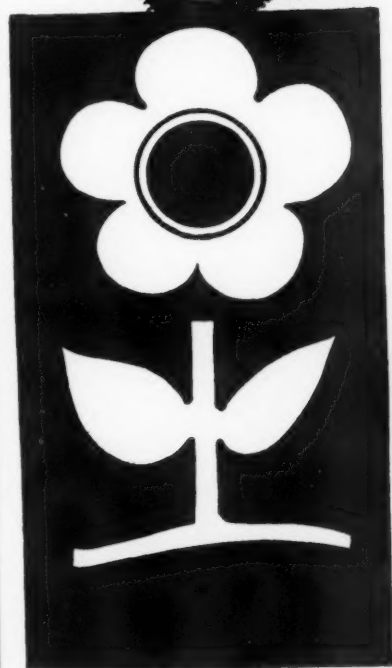
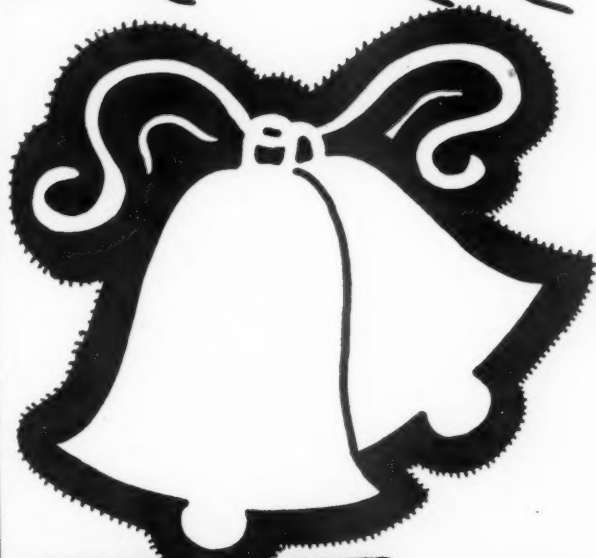
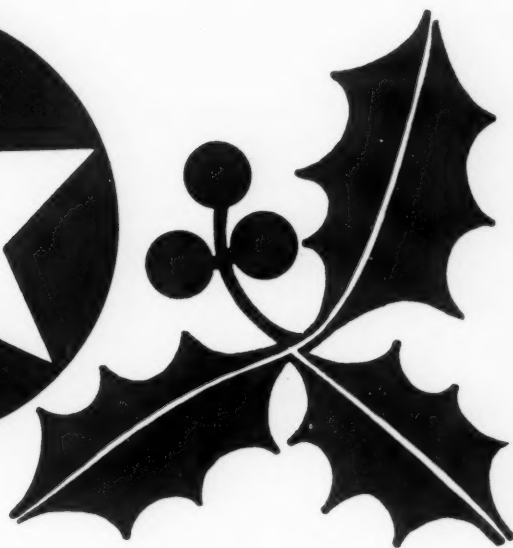
The younger children should be cautioned to print with even pressure. This will assure a clear reproduction. Other dangers to avoid are too much ink or paint on the block, and smears of the medium on the background. If the block is wiped with a clean cloth this latter danger will be overcome.

Besides making very lovely wrapping paper for their Christmas gifts, the children can make book jackets, border designs for notebooks, attractive blotters, cloth doilies, and many other simple Christmas gifts.



About a dozen large size blotters, which make very pleasing remembrances, can be made from a single large desk blotter. White paper should be pasted over the big blotter—heavy paper is best. This is then cut into the desired smaller sized blotters and the prints can be made on the individual blotters. This is a more satisfactory procedure than printing before cutting the blotters. The signature of the giver brushed in the corner further personalizes the gift.





CHRISTMAS CUSTOMS

A study of the Christmas customs which have made this holiday the festive one that it is makes an excellent subject for a Christmas notebook.

Because the Magi brought gifts on that first Christmas, people everywhere have also exchanged presents with their friends and have given something of their Christmas happiness to the less fortunate.

The time for the celebration of Christmas is very near the celebration of the feast of Saturnalia, one of the principal celebrations of the ancient Romans. Both Christmas and Saturnalia are in December. Therefore, it was but natural that, when the Romans abandoned their old gods in favor of Christianity, they kept for the Christmas season some of the gaiety and feasting which accompanied their feast of Saturnalia.

England, it seems, has given many customs which are picturesque and, in many places, still followed. There is the custom of bringing the yule log into the home and placing it in the fireplace. It was once considered bad luck if the entire yule log was burned on Christmas Eve because some of the embers were to be used in starting the New Year's Eve fire.

Carolers went from door to door, even stood on the street corners, singing the hymns of Christmas and also many songs not entirely religious in spirit.

On Twelfth Night, January 6, the Christmas tree was burned in the open air. A pinch of the ashes was saved to put on the following year's tree to bring good luck.

The Puritan intolerance of Christmas could not permanently keep the

Traditions and Customs From All The World Enrich The Christmas Season In America

English people from enjoying the festivities which had always marked the anniversary of the birth of the Christ Child. When the Puritans lost their power, however, they left with the people some religious carols which are still sung.

The French children sing Christmas carols which they call "noels" as they erect a creche which almost every family has in its living room. On Christmas Eve they light their little Nativity scene with tri-colored candles and these are lighted every evening until January 6 the day when the Magi arrived at the scene of the Christ Child.

In France, it is considered bad luck to have a cat meow on Christmas so all the cats are given as much food as they can eat in the hope of keeping them quiet.

Wooden shoes are placed near the

chimney in Holland so that Saint Nicholas will not miss any Dutch children when he comes riding by on Woden's horse, Sleipner.

Of course, everyone has ice skates and great parties of Dutch children skate on the dikes.

Italian boys and girls know no Santa Claus. Instead, Befana who is, of all things, a witch—a very good witch—goes from house to house leaving presents for good children. Befana dresses in rags and rides on a broom stick.

During the Christmas season, Venetian carolers go about in gondolas singing the songs of the happy season.

The Canadians have a legend out of which grew the custom of watching for deer to kneel in prayer on Christmas Eve. It is said that once a Canadian woodsman was going through the forest on Christmas Eve. Suddenly he saw a solitary Indian who appeared to be watching something. The Indian bade the newcomer be silent and watch with him. Then they saw a deer come into a little clearing; it paused and then knelt on the snow.

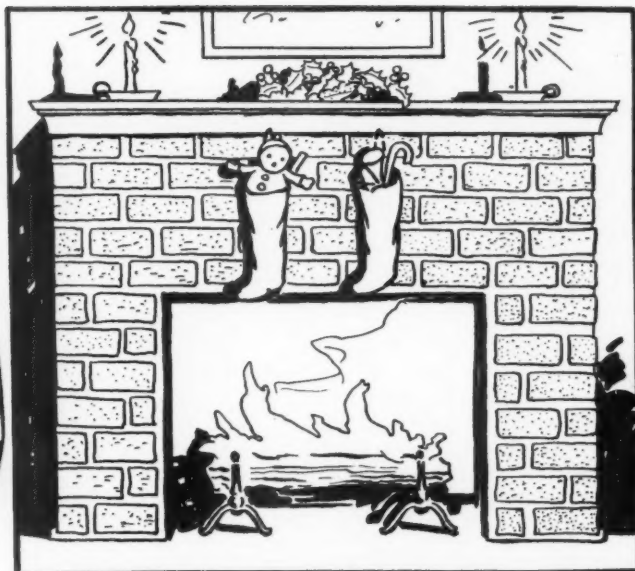
"On this night all deer kneel to Great Spirit," said the Indian who had never heard of the great feast being celebrated by his white brothers.

In America we have adopted many of the customs of all the world. With the Germans we have Christmas trees; we sing carols as most of the other nations of the world do; in some places candles are placed in the windows to guide the Holy Family on Christmas Eve; from the Scandinavian people we have all sorts of cookies; and from the English we have plum pudding, mistletoe decorations, yule logs, and many of our Christmas carols.





CAROL SINGERS



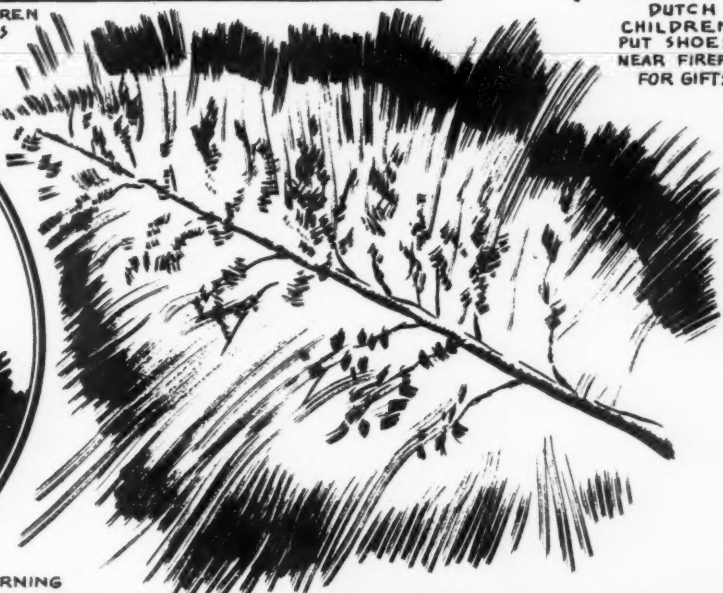
AMERICAN CHILDREN
HANG STOCKINGS
IN FRONT OF
FIREPLACE



DUTCH
CHILDREN
PUT SHOES
NEAR FIREPLACE
FOR GIFTS



PURITAN INTOLERANCE
OF CHRISTMAS



BURNING
THE TREE
ON THE TWELFTH NIGHT



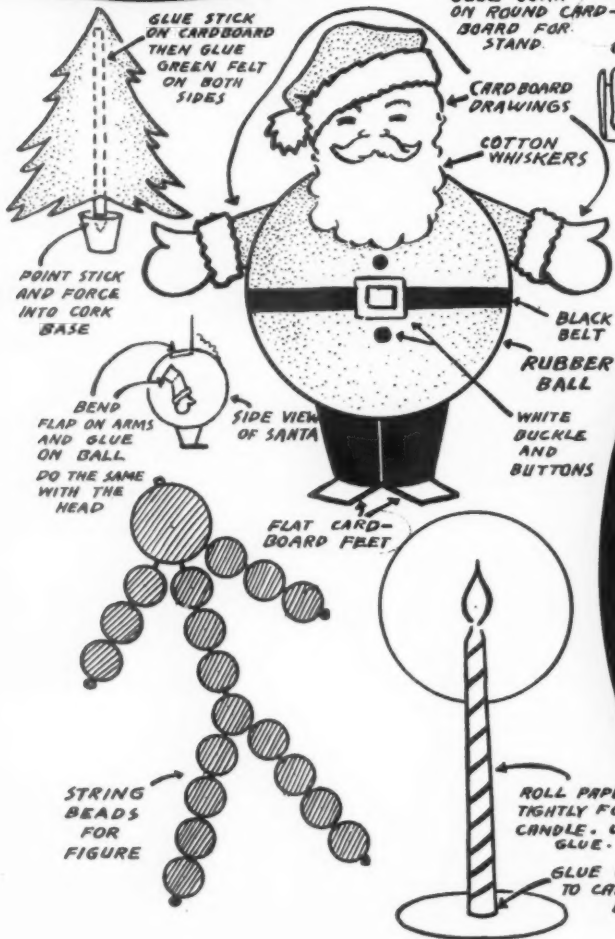
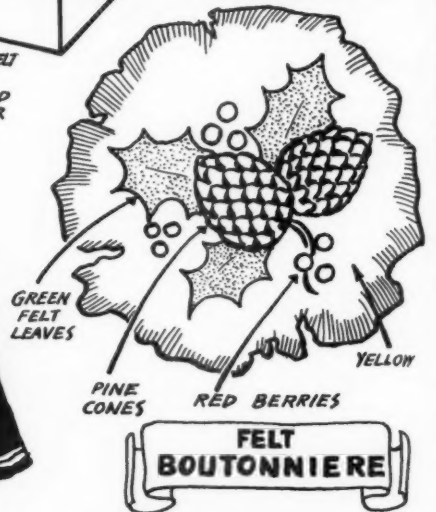
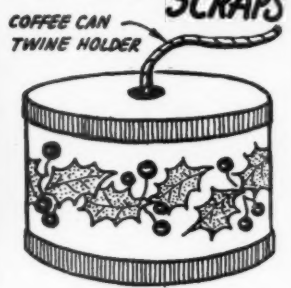
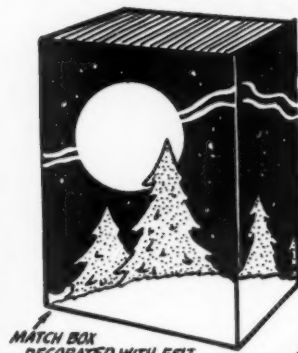
BRINGING IN
THE YULE LOG



CANADIANS WATCH FOR DEER
TO KNEEL ON CHRISTMAS EVE.

G. HUKKALA

SIMPLE PROJECTS - FROM SCRAPS



SANTA TEACHES A LESSON

by
ORDELLA J. WALKER
KENYON, MINN.

Scene I

Characters: Mrs. March; 2 children, Betty and Johnny.

Stage is set with three chairs and a table.

(Mrs. March enters, the children are seated. Johnny's face and hands are very dirty.)

BETTY: Mother, may I have a sandwich? I'm so hungry!

MRS. MARCH: Yes, dear. Oh, I do wish you had better manners.

BETTY: (crossly) You're always scolding me. Everybody's mean to me.

MRS. MARCH: Why don't you learn from corrections?

(Betty eats the sandwich, taking large bites.)

JOHNNY: Oh, look at Betty. She takes such big bites you'd think she were a horse!

BETTY: You needn't say anything about me. You're not so perfect yourself. Mother, just look at his dirty hands. You always scold me—but look at Johnny!

MRS. MARCH: Children, children, how you quarrel! (Johnny tries to hide his hands.) Let me see those hands, young man. (Takes him by the arm.) Now, you come with me. You're as dirty as a little pig.

JOHNNY: (cries) I—I don't want to wash! (They leave the room.)

BETTY: (Talks to herself.) I wonder what Santa Claus will bring me. I hope it's a pair of skates or a new dress and, maybe, a new hat. I know Johnny won't get anything, he's always so dirty. (Mrs. March and Johnny enter. Betty points at him.)

BETTY: He, he he. Mother has to wash you, mother has to wash you!

JOHNNY: (Makes a face at her.) Just wait and I'll get even with you.

MRS. MARCH: It's way past your bedtime now. Run along to bed, both of you.

BETTY: Oh, mother, we'll be good. May we hang up our stockings first?

MRS. MARCH: Yes, dears.

JOHNNY: (As children come with stockings.) Let's hang them here by the chimney, for even if we haven't a fireplace Santa Claus can find them here.

BETTY: That's a good idea.

(Hang up their stockings.)

BOTH: Good-night, mother.

MRS. MARCH: Good-night.

(Children exit.)

MRS. MARCH: (sighs) Something must be done. Those children are getting worse every day. (thinks) Oh, I have an idea.

Scene II

(Children come in on tip-toes.)

JOHNNY: Oh, I can hardly wait to see what's in my stocking. Maybe a bicycle.

BETTY: Ho, ho, a bicycle in your stocking! (Both look at stockings.)

JOHNNY: They look pretty skinny!

BETTY: Maybe it's something nice. Nice things come in small packages.

(Each pulls out a wrapped package. Begins unwrapping. Johnny unwraps soap.)

BETTY: Ho, ho, so you got soap, it's just what you need.

JOHNNY: Well, what did you get? (She unwraps spoon.) Hum, yours isn't much better.

BETTY: Here's a note. (reads) Dear Betty, since you like to take such large bites, I'm giving you this large spoon. If I see that you don't need it, I'll bring you something better next year. Santa Claus. (Betty begins to cry.)

JOHNNY: (reads) Dear Johnny, I'm bringing you what it seems that you need most. If you make good use of this you'll get better presents another year. (He begins to cry.)

(Mrs. March enters) Merry Christmas, children!

CHILDREN (sigh, and say sadly): Merry Christmas, mother!

MRS. MARCH: Why, you don't sound very merry. What did Santa bring you?

(Betty holds up her spoon.)

JOHNNY: Soap for me! And believe me, I'm going to use it, too!

BETTY: Well, I'll be more careful after this, so I won't need this spoon. (Children sigh.)

MRS. MARCH: I believe you've learned a good lesson. But Santa couldn't be so cruel to you. So if you'll go into the living room you'll find some nicer presents there.

(Children smile.) Oh, goody, Hurrah for Santa Claus. Hurrah for Christmas! (Leave stage.)

(Curtain)

CHRISTMAS TREES

by
MARIE G. MERRILL

Many countries have had trees or imitation trees in their ancient Christmas festivals. Trees, in fact all of nature, have always seemed so close to divine power because people watch them grow and flower and give food in such a mysterious way. It seems that they die and then come to life again.

It is natural that the evergreen should be chosen as a Christmas tree. In many countries other trees are lifeless in midwinter. The evergreen seems to symbolize the religious belief in immortality. It is alive all year.

Legends about the tree are many. Among them is one which tells us that the Christ Child planted a branch in the ground. It became a fruitful tree for a humble family which had sheltered Him.

There is a story about the thorn tree which has buds on its branches in winter for a little while, drops of blood from the head of Christ clinging to the thorns in His "crown."

In the middle ages there were religious plays. You can still read some of them. At Christmas time, some of these plays had trees in their stage settings.

These trees were so very ornate that they might well be the reason people often say someone is "dressed up like a Christmas tree."

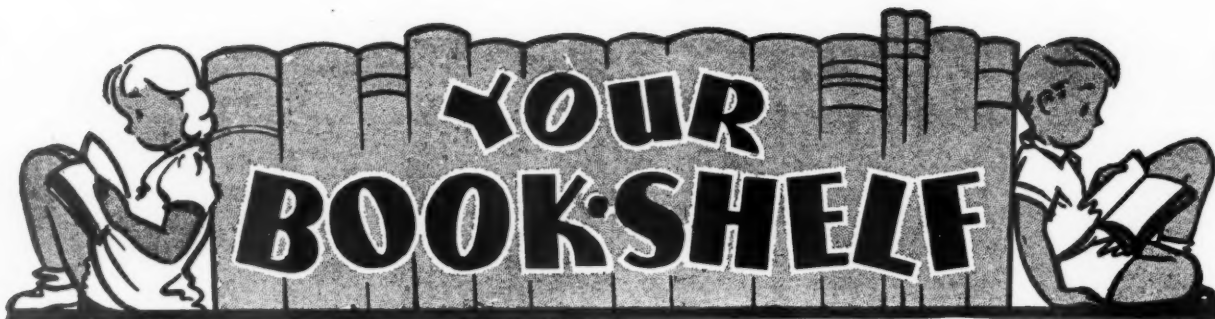
Once upon a time, we are told, the trees were giving what they could to the Christ Child. The palm gave its sheltering leaf; the olive, its anointing oil. The poor little fir tree was very unhappy because she was sure she had nothing to give. What could she do—she was so plain and ordinary? No one paid much attention to her. That is, no one except the Christmas angel who knew the plain, little tree loved the dear little Child.

Night came and with it, the stars.

"Please, little shining stars, come rest on the tips of the bows of the little loving fir tree," begged the Christmas angel. Down they floated and rested light on the soft needles.

"Oh," gasped the fir tree, "what is happening? There are little lights all over me." The light pleased the little Christ Child and He smiled at the fir tree.

Ever after the fir tree had tiny light tips. All the other Christmas trees have candles on them in imitation of the little loving fir. And once a year they light the path for Love to come into the world.



YOUR BOOKSHELF

Every teacher and parent will find *An Anthology of Children's Literature*—edited by Edna Johnson and Carrie E. Scott, illustrations by N. C. Wyeth—a most valuable addition to their classroom and home libraries. This single volume contains all that is best in children's literature. There are Mother Goose rhymes and narrative and lyric poetry—the finest examples of their particular types; myths and legends; fables and fiction—both contemporary and the old and well-known stories; nature stories taken from the works of competent authors — these are especially suited to younger children; and, last, a section of biographical excerpts.

The illustrations may be termed exceptional, for it is seldom that such beautifully conceived and excellently reproduced pictures appear in a children's book. While each subject is depicted with a wealth of detail, the pictures at no time lose the feeling of fantasy which will stimulate the child's imagination.

When there are so many new books claiming the attention of children, it is a fortunate circumstance, from the teachers' and parents' point of view, to have a volume containing the material upon which the children's future appreciation and enjoyment of adult literature and the fine arts are based. This anthology is an important contribution to every child's library. (Houghton Mifflin Co. — 917 pp. — \$5.00)

For children who find geography rather dull, *Rivers of the World* may be the means of producing a heightened interest in this subject. The book, illustrated by the author, was written by F. Raymond Elms.

Rivers of the World has illustrations and maps which seem to be designed for young children. However, they may find the accompanying copy somewhat advanced. For the teacher who feels that her students need the additional stimulation which a more difficult text produces, this volume

will be an excellent accompaniment to geography and social studies units.

The illustrations are in attractive colors and there are a large number of hand-drawn maps throughout *Rivers of the World*.

(Albert Whitman & Co. — 80 pp. — \$2.00)

Stories for Christmas, new tales about this wonderful season, are always in demand for school, church programs, or reading at home. Teachers are ever on the alert for new material to supplement the old favorites which are included in every Christmas program.

Such a book of new and charmingly different stories is *Stories to Read at Christmas* by Elsie Singmaster. This well-known novelist has edited seventeen of her best Christmas stories for publication in this new book. Some she has condensed; some, revised; some are merely reprinted from her previous works. All are prefaced with an illustrative drawing.

The stories are suitable for children and for adults. Some portray a specific section of America.

(Houghton Mifflin Co. — 231 pp. — \$2.00.)

In October we reviewed a book which told of life on a Guatemalan finca—*Children of the Fiery Mountain*. This month an interesting and instructive little story for young boys and especially girls tells about travels to Argentina and life in el campo — the country. *The Blue Butterfly Goes to South America* is the story of a little orphaned girl and her tiny brother who begin a new life with their uncle on his Argentine ranch. How the two children travel from the orphanage to South America forms a large portion of the book.

The colorful drawings enhance the clearly written and easy-to-read text. Ruth H. Hutchinson, who has lived more than seventeen years in South America is the eminently qualified author. Kurt Wiese has made the illustrations.

(Albert Whitman & Co. — 112 pp. — \$2.00.)

The Little History of the United States by Mable Pyne is a book for beginners to use to become acquainted with the basic facts concerning the discovery, growth, and development of America and the United States. The author has eliminated all the uninteresting details such as dates, battles, and has names of the less important men, and concentrated on making this book as entertaining and pleasant as possible. She has illustrated her own text, suiting the pictures to the words so that in every paragraph there is some illustration.

This book is not recommended for children who are beginning a serious study of our country, but it is an excellent volume for youngsters from five to about eight years of age. These boys and girls will find a source of mental stimulation in the outlined study of the United States and will keep the teacher busy answering the questions which the book will suggest to them.

(Houghton Mifflin Co. — 37 pp. — \$1.75.)

The author of *The Jolly Little Clown*, *Gay Pippo*, and *Brave Tales of Real Dogs*, has written another book of dog stories. It is called *Heroes All* by Eleanor Fairchild Pease.

In this book, which boys will find especially fascinating, are stories about hunting dogs, sheep dogs, Seeing Eye dogs, and plain companion dogs—the kind the young reader, perhaps, has for a pet. Each story has its illustration, sometimes there are two drawings for a single story.

These stories, because they can be considered individually, are excellent for use in the classroom. The story hour should have some stories about animals and these tales of *Heroes All* are fine for that purpose.

Illustrations are by Gregory Orloff. (Albert Whitman & Co. — 222 pp. — \$2.00.)



THE REINDEER

The subject for this month's nature notebook is, appropriately, the reindeer. Originally this animal roamed over northern Europe where it is still used by the Lapps and the people of northern Siberia for food and milk. It also provides clothing for these natives because its hide is thick and warm.

The reindeer, and its close relative, the American caribou, are the only members of the deer family of which both the males and the females have the large spreading antlers. Its legs are short and well suited for walking over snow and swampy ground. The hoofs spread out thus enabling the animal to walk without sinking into the deep snowdrifts. Reindeer have two coats of hair—the outer coat is long and coarse; the inner is fine and woolly.

Formerly, there were no reindeer herds in America but in 1889 some were imported so that there now are several large herds in Alaska and northern Canada.

There are many uses for the reindeer. He is used as a draft animal. Primitive people made crude implements from reindeer bone and sewed their garments with reindeer sinew.



TEACHER'S CORNER

NEWS AND DISCUSSION OF INTEREST TO TEACHERS

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, JUNIOR ARTS AND ACTIVITIES.

CHRISTMAS TREE ORNAMENTS

by
IONE BENESH
Monticello, Iowa

My students found the following method of making Christmas tree ornaments provides amusement and opportunities for co-operation with their neighbors which other projects do not offer. The children decided that their homemade ornaments could be used on our classroom Christmas tree; after our Christmas program, each child took his own ornaments home.

If your students are of primary age be sure to have quantities of newspapers spread on the desks or tables before starting this project.

These attractive Christmas tree ornaments are made from a paste of salt, flour, and water. Use two parts of flour to one of salt. Water sufficient to make the dry ingredients stick together is all that is needed. Keep the hands well floured, then mold the mixture into small balls. If a loop of wrapping twine is used to form the core of the ornament, a part of this loop should extend beyond the ball and is used to hang the ornament on the Christmas tree.

After the balls are dry, they should be painted with water colors. The water used in making the balls may also be tinted and the balls may be rolled in artificial snow before they are dry.

CONDUCT CONTEST

by
ORDELLA J. WALKER
Dennison, Minnesota

The most successful conduct contest I've ever tried was one in which I placed the children's names on the blackboard. Following each name, I wrote "A." The children and I then discussed what rules were necessary in order to live harmoniously together.

If a pupil broke a rule, he changed

his own score on the blackboard. In other words, he marked "B" instead of the original "A."

All those who still had an "A" at the end of the week were dismissed five minutes early, provided only that their work was completed. Those having a "B" went home two and one half minutes before the regular dismissal. Those having a "C" were dismissed at the usual time. The "D" students stayed five minutes after school; and, if anyone had an "E," he remained in the classroom ten minutes after the regular class time.

The following week everyone began again with an "A" score. At the end of the second week, if they had kept their "A," they were dismissed ten minutes early; the succeeding weeks—until the end of the month—had five minutes added to previous week's total to be deducted from the regular class time.

The contest lasted for one month. At the beginning of the next month, the procedure was repeated. The marks on the children's report cards were the average of their weekly contest marks.

Pupils who had never co-operated before responded well, since it wasn't so hard to behave for a week at a time; also, if they failed one week, they could make a new start the following week. Furthermore, because of the scheme of marking their own demerits, the children knew exactly why they received the marks on their report cards.

PIN PRICKED PICTURES

by
ARLEVA DeLANY
Bristow, Nebraska

Small children are delighted with the results of pin pricked pictures. On light-colored construction paper, draw the outline of some landscape. An Indian scene showing the wigwam, cedar trees, moon, clouds, and perhaps a canoe on a lake is a favorite. After the outline of the picture has been drawn, go over the outline and prick small holes in it with a common pin or a needle. Then fill in the outlines of each object by picking holes more closely together. Turn the picture on the reverse side and color each object gently with bright crayons. Caution the children not to color too heavily or the rough surface of the drawing will not stand out in relief.

QUOTATION FOR THOUGHT

Give what you have. To some one it may be better than you dare to think.

—Longfellow.

If you have the perplexing duty of gathering program material for your local P. T. A., church organization, or any other community enterprise, write to Marie G. Merrill for a program. Miss Merrill's experience in the field of community service qualifies her to suggest ideas to make your program successful or to write a detailed program to fit your needs.

Miss Merrill can provide references for club papers, incidental music for your plays, and data on social and civic problems.

Write to Miss Marie G. Merrill, Junior Arts and Activities, 740 Rush Street, Chicago, Illinois.

Are you at a loss to provide your classes with new and interesting craft material? Thayer and Chandler, 910 W. Van Buren Street, Chicago, Illinois, have all sorts of ideas for copper craft, for making mirror pictures, for decorating with burnt wood etchings, and for many other practical, absorbing projects which are the joy of teachers.

You may obtain a catalogue by writing to the above name and address.

This December issue of JUNIOR ARTS AND ACTIVITIES contains, we believe, the best collection of Christmas projects, gift suggestions, program material, and interesting facts about this great feast which it is possible to assemble in a single edition. BUT, we also believe that JUNIOR ARTS AND ACTIVITIES has more usable ideas, craft work of all kinds, integrated units of work, and pertinent suggestions in EACH of its monthly issues. The many, many complimentary letters which we receive prove our point.

Have you made use of our exclusive features? Have you obtained, in the quantities necessary for your class, the project sheets and unit studies from the pages of JUNIOR ARTS AND ACTIVITIES? These are reprints from the magazine, printed on one side of the page only. For information, write to Teacher's Corner.

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(Continued from Page 21)

munities composed of various denominations, this material may be presented successfully, if the teacher uses the artistic rather than the religious approach. If the class ask questions of a controversial nature, the teacher might suggest that they ask their minister (or priest) for more information.

Naturally, no group will utilize all of the material suggested, either because it is not available or because some features adapted to a specific situation are preferable. The list is suggestive and is included primarily to show how it is possible to correlate various art subjects to the advantage of all.

The approach with any group will depend upon mental and emotional maturity, their attitude as a group toward religion, and their artistic and musical experience and understanding. These factors are of greater importance in determining the material and the approach than is the chronological age of the group.

At no season of the year do people yearn for an understanding of the mystic and the spiritual as they do at Christmas. That is as applicable to children as to adults. Accordingly, an alert teacher will find that she needs no motivation to succeed in arousing an interest in and a love of the beautiful. Music is the language of the heart. Christmas is the season in which the heart rules. Could there be a better time in which to unite them?

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RELATION OF YOUTH PROBLEM TO VOCATIONS, A. V. A. CONVEN- TION TOPIC

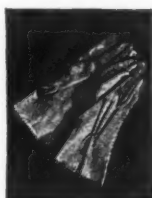
The much discussed youth problem and national defense—their relation to vocational education—will form the centerpiece of the coming convention of the American Vocational Association to be held in San Francisco next December.

On a recent visit to San Francisco, L. H. Dennis, executive secretary, met with California leaders in vocational education and named John F. Brady, president of the California Teachers Association, as chairman of the San Francisco committee to arrange the convention.

Preceding the general meeting in San Francisco will be gatherings of state directors of vocational education who will meet on Friday and Saturday, December 13 and 14. These will be followed by Sunday morning meetings of state supervisors, city directors, and trade school principals. The main convention of the Association will open at the Fairmont Hotel, San Francisco, on Monday, December 16 and will continue through December 18.

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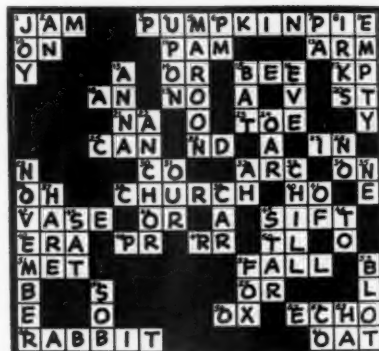
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published monthly except July and August
at Chicago, Illinois for October 1, 1940.

State of Illinois }
County of Cook }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Earl J. Jones, who having been duly sworn according to law, deposes and says that he is the publisher of the JUNIOR ARTS AND ACTIVITIES magazine and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily publications only.)

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(Seal.) William Stein
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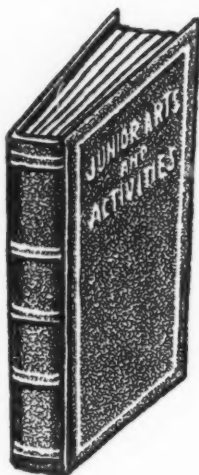
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